DOCUMENT RESUME

ED 370 751 RC 019 658

AUTHOR	Summers, Gene F., Comp.; And Others
TITLE	Rural Poverty: A Teaching Guide and Sourcebook.
INSTITUTION	Rural Sociological Society, Bozeman, MT.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	Jul 93
NOTE	118p.
AVAILABLE FROM	Rural Sociological Society, Treasurer's Office, Dept. of Sociology, Montana State University, Bozeman, MT 59717.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*College Curriculum; *Course Descriptions; Courses; Higher Education; *Minority Groups; *Poverty; Poverty Programs; Public Policy; Resource Materials; Rural Areas; Rural Economics; *Rural Population; *Rural Sociology

ABSTRACT

During an extensive search for college curricula focused on rural poverty, the Rural Sociological Society's Task Force on Persistent Rural Poverty identified only a dozen such courses being taught in the United States today. This guidebook provides professors and instructors with a conveniently organized set of sample syllabi and instructional resources for introducing students to rural poverty in America. Parts I and II contain complete syllabi of four courses devoted entirely to rural poverty and of three courses that incorporate rural poverty as a major element. "The Economics of Poverty: Human Resources and Public Policy" (Refugio I. Rochin) emphasizes economic dimensions of rural poverty and public policy "remedies." In "Rural Minorities and Poverty in the U.S." (Gene F. Summers), students concentrate on rural counties characterized by persistent poverty and minority group population, and use theories of poverty to construct a public policy program. "New Challenges of Poverty in Appalachia" (Sally Ward Maggard) is a summer honors course taught by correspondence to students with first-hand experience of poverty. "Rural Minority Groups and Poverty" (Bruce Williams) is a summer course focusing on poverty among African Americans in the Mississippi Delta. "Social Psychology of the Disadvantaged" (Andre D. Hammonds) emphasizes theories of poverty causation and attitudes toward poverty of the poor and nonpoor. "Poverty in the United States: Social and Demographic Dimensions" (Leif Jensen) is a graduate course with an experiential element. "Social Problems" (Allison B. Lee) focuses on social stratification and consequent inequalities, and features student research and "reaction journals." Part III lists over 500 teaching resources, including textbooks; statistical resources; organizations concerned with rural poverty; films and videos (with annotations); bibliographies, journal articles, and book chapters (with topic index); and anthologies, books, and monographs. (SV)

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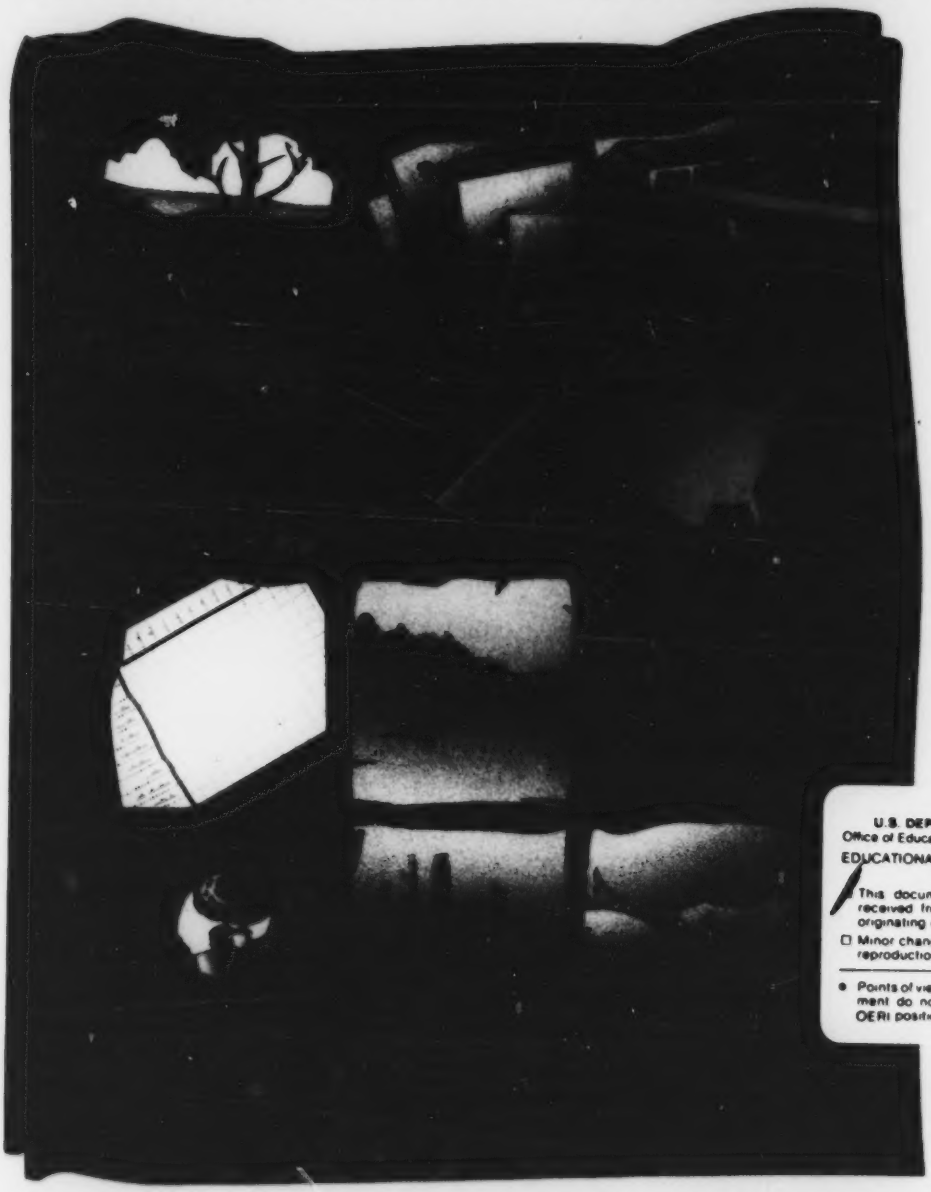
RURAL POVERTY

TEACHING GUIDE AND SOURCEBOOK



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RURAL SOCIOLOGICAL SOCIETY

TASK FORCE ON PERSISTENT RURAL POVERTY

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RURAL POVERTY

A Teaching Guide and Sourcebook

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Rural Sociological Society
Task Force on Persistent Rural Poverty

with the Support of
W. K. Kellogg Foundation

July, 1993

Permission to reprint the contents of this publication is not necessary. However, the editors would appreciate citation of **RURAL POVERTY: A Teaching Guide and Sourcebook** and notification of such use.

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Table of Contents

Introduction i

Part I. Rural Poverty Courses

Chapter 1. The Economics of Poverty
Refugio I. Rochin 3

Chapter 2. Rural Minorities and Poverty in the U.S.
Gene F. Summers 11

Chapter 3. New Challenges of Poverty in Appalachia
Sally Ward Maggard 21

Chapter 4. Rural Minority Groups and Poverty
Bruce Williams 29

Part II. Rural Poverty Modules Within Courses

Chapter 5. Social Psychology of the Disadvantaged
André D. Hammonds 35

Chapter 6. Poverty in the United States: Social and Demographic Dimensions
Leif Jensen 41

Chapter 7. Social Problems
Allison B. Lee 51

Part III. Teaching Resources

Chapter 8. Textbooks 67

Chapter 9. Statistical Resources 71

Chapter 10. Organizations Concerned with Poverty 75

Chapter 11. Films and Videos 83

Chapter 12. Bibliographies, Articles and Chapters 91

Chapter 13. Anthologies, Books and Monographs 107

Introduction

When the Task Force on Persistent Rural Poverty accepted the challenge of increasing the attention paid to rural poverty in college and university curricula, we had no idea how great that challenge would be. We were able to identify only a dozen or so courses being taught in the United States today which address the problem of rural poverty. Thus, we hope that **RURAL POVERTY: A Teaching Guide and Sourcebook** will provide professors and instructors with a conveniently organized set of sample syllabi and instructional resources which will encourage colleagues to introduce students to the realities of poverty among rural people and places in America today.

Our search for these materials began almost two years ago when we ran ads in dozens of social science organization newsletters soliciting syllabi for courses in which rural poverty was the focus of the complete course, or even a segment of the course. Only a few responses arrived in our mailbox and we suspected we had a bad case of low response rate. We then mailed letters to heads and chairs of sociology departments asking them to deliver our request to the appropriate member(s) of their faculties. When that produced virtually no response, other than a few letters saying, "We have no such courses in our department," we turned to reading undergraduate catalogs that were available in our libraries. Surely there were such courses and we were just having a string of bad luck with response rates. Much to our surprise and chagrin, we found the vacuous truth. There are virtually no such courses being taught anywhere in the American system of higher education.

From our point of view there is a tremendous need for students to learn about poverty among rural people and in rural places. Whether there is a market for such information is another matter. Nevertheless, we have proceeded with our project of constructing a teaching guide and sourcebook, based largely on faith that "if we build it, they will come." So, regardless of what brought you here, welcome to **RURAL POVERTY: A Teaching Guide and Sourcebook**. We hope it will assist you in creating an exciting learning experience for your students. We also urge you to send us copies of current or future versions of course syllabi.

The teaching guide and sourcebook is organized into three major parts: courses which focus entirely on rural poverty, courses in which only a portion of the material deals with rural poverty, and resources to aid in teaching.

Part I, Rural Poverty Courses, provides four examples of courses which are devoted entirely to rural poverty. The selection of these four was made to give a variety of orientations or emphases. Professor Rochin's course (Chapter 1)

emphasizes the economic dimensions of rural poverty. Although the course has not been taught at UC-Davis for several years, it was highly regarded by students and provides an excellent example for colleagues who wish to focus on the economics of rural poverty. As you will see, Professor Rochin places considerable emphasis on policies to address the conditions of rural poverty.

In Chapter 2, Professor Summers has organized a full semester course that emphasizes the plight of rural minorities in poverty. Student involvement is the distinguishing characteristic of the course as each student is required to become familiar with a rural county having a long history of high rates of poverty and significant minority population. They are then asked to use that familiarity in conjunction with theories of poverty to construct a policy program which they believe might reduce the amount of poverty in the county they have studied.

Professor Maggard's course (Chapter 3) was selected for two distinct features. First, this is an honor's course that was taught during the summer via "correspondence." Second, it focuses on poverty in Appalachia. The distance learning characteristic is most intriguing, from our perspective. Most of the students, according to Professor Maggard, were from West Virginia and familiar with rural poverty. Thus, assignments were made that encouraged the students to reflect on the connections between their reading and their first-hand knowledge of poverty. We urge you to read her thoughts on the success of this teaching method, and its limitations.

Professor Williams' course (Chapter 4) dwells on poverty in the Mississippi Delta and therefore on the African American experiences of rural poverty. This is the largest concentration of rural people living in poverty and subject of much myth and misunderstanding. Professor Williams' selection of readings provide a much needed corrective. Also, this course was designed for an 8-week summer session, adding yet another organizational format for your consideration.

Part II consists of three examples of courses in which rural poverty is only a part of the course. In each case we have reproduced the entire course syllabus rather than extracting only the module/s that deal with rural poverty. By preserving the entire syllabus you are able to seen how rural poverty has been incorporated into the total design of the course.

Professor Hammonds' course (Chapter 5) emphasizes the social psychological dimensions of poverty experiences. It, too, is taught during a summer session, but the distinctive feature is the concentration on the social psychology of poverty. He focuses on theories of poverty causation, especially the culture of poverty thesis, and on value and attitudinal similarities/differences between the poor and the nonpoor. Students research answers to questions they individually identify as critical to enhancing consciousness of poverty and related issues.

Professor Jensen's course (Chapter 6) provides an emphasis on the demographic dimensions of poverty, with a section devoted to rural people and places. We also found this course of special interest

because of the effort to incorporate an experiential dimension to the learning. Moreover, this is a graduate level course on poverty which you may find particularly useful.

Social Problems courses at the undergraduate level are a logical place to insert a module on rural poverty and Professor Lee's course (Chapter 7) provides an interesting example of how this may be accomplished successfully. The underlying theme of her course is social stratification in American society and consequent inequalities, including rural poverty. She also describes several exciting teaching techniques which we believe you will find helpful, as well as challenging.

Part III was constructed for those who wish to create their own course or develop a module/s for an existing course. Each of us (Summers and Hammonds) has over 30 years experience teaching at the university level and know how daunting a challenge it is to create a new course, or a new segment within an old course. Finding appropriate materials is a major challenge. Therefore, Part III was created to help you meet that challenge, to remove barriers which may stand between your students and knowledge about poverty in rural America. We invite you to contact any of the colleagues whose syllabi are enclosed.

We searched existing textbooks for examples that would be appropriate for either a complete or partial course on rural poverty. Mostly we found social problems textbooks with one or more chapters dealing with urban poverty. There is very little in the textbook literature dealing extensively with rural poverty. While we are disturbed by that finding, we recognize that it is consistent with the lack of course offerings on rural poverty. We wonder, does interest drive the market or the market shape interest? Regardless, we have assembled in Chapter 8 a list of available textbooks which direct some attention to poverty in general and rural poverty in particular.

Empirical realities are fundamental building blocks for learning about rural poverty. However, statistics change by the moment. Therefore, rather than assembling a statistical atlas of rural poverty, we have constructed a listing of statistical resources where you and your students can recapture the data of the recent past and the present. We believe that involving students in finding information, knowing where and how to get the information they need, is one of the most valuable learning experiences we can construct for students. Therefore, Chapter 9 provides a "road map " to some of the basic sources of statistical information about poverty in rural America.

There are thousands of organizations in America devoted to assisting people, including people living in poverty. In Chapter 10, we have assembled a list of some of these organizations which we know are a rich source of information about rural poverty. Many of them publish newsletters that provide up-to-the-minute information about poverty conditions, intervention programs, and relevant public policy debates. We find these to be valuable teaching aids and most are available at no charge. In addition, many of these organizations produce and distribute papers and

monographs which address rural poverty from their perspective. These too can be useful documents in constructing a learning experience for students. The list of organizations in Chapter 10 is far from being a complete directory and therefore, we have also provided information about directories which may be consulted to identify additional organizations.

"A picture is worth a thousand words." The old adage is as true today as it ever was and perhaps more dramatically so when films and videos are added to the lexicon of visual instruction. After reviewing numerous film and video catalogs, consulting reviews and previewing many samples, we made the selections listed in Chapter 11. This is not an exhaustive listing, but rather a sample of films and videos that provides a selection we think corresponds to the syllabi (Chapters 1-7), is uniformly of excellent quality and covers a wide range of issues related to rural poverty. We also have attempted to include only titles that are currently available.

In Chapter 12 we have collected several bibliographies that may be consulted in search of articles and books dealing with rural poverty. In addition, we have selected articles and chapters in books which we believe are particularly useful. These include all the assigned readings from the syllabi (Chapters 1-7). These and others illustrate the great variety of publications dealing with poverty among rural people and places. As a further aid to using the bibliography, we have constructed a subject index. The numbers shown under each subject refer to the bibliographic entry.

Finally, in Chapter 13 we have provided a selection of anthologies, books and monographs. The chapter is divided into two major segments; selections dealing with poverty in general and those dealing with rural poverty in particular. Within each of these major sections we have further separated anthologies from books and monographs. We have included some of the "classics" in the poverty literature as well as recent publications. In addition, we have made selections to represent a variety of approaches to describing and understanding poverty--historical, biographical, autobiographical, fictional, ethnographic, and statistical monographs. At the same time we have attempted to provide a sampling of the diversity of explanatory theories of poverty, particularly rural poverty. Again, this is not an exhaustive bibliography of the poverty literature, but rather a sampler of the rich variety of written resources available for use in constructing a meaningful learning experience for students.

We hope you find **RURAL POVERTY: A Teaching Guide and Sourcebook** stimulating and useful. Moreover, we welcome your course syllabi, comments and suggestions for improvements in future editions.

Gene F. Summers
André D. Hammonds
Mary J. Miron

PART I

Rural Poverty Courses

Chapter 1

THE ECONOMICS OF POVERTY: Human Resources and Public Policy

Refugio I. Rochin
Department of Agricultural Economics
University of California, Davis

Mailing address:
Refugio I. Rochin
107 Voorhies
Davis, CA 95616
916-752-3566

NB. This course was last taught in 1988 but is included because of the quality of content and organization and because it provides an economics emphasis.

"It is generally agreed that poverty is a very uncomfortable misfortune for the individual who happens to be poor." (George Bernard Shaw)

About the Course

This course provides an overview of the definitions, causes, and remedies for poverty in the United States. Definitions of social problems contain implicit remedies, so Part 1 explores the implications of alternative definitions of poverty. Part 2 is empirical – we review the number and characteristics of the poor and the relationship between the poor and the rich, Part 3 is theoretical – it examines reasons why people become or remain poor. Part 4 is policy-oriented – asking what we have done to reduce poverty and what should be done. Part 5 explores empirical studies of poverty and assesses the findings and methods of analysis.

The course ends June 5th. Given the amount of material and time, I expect students to be willing to read (a little), think (a lot), and talk (in class). This is a theory-policy course – there is no single theory and no best policy, so (critical) analyses of current theories and policies are encouraged. The format will be lecture-seminar, with the first hour devoted to lecture.

The United States faces several other critical issues in the 1980s broadly similar to those confronted in dealing with poverty. Most of these issues – employment, welfare, education, Social Security, health, immigration – have the common feature of no

widely-accepted theory to explain cause-and-effect and little reliable data. This course provides comparisons of several such policy issues – discrimination, employment policy, and immigration as well as poverty. What I hope to show you is that "remedies" for policy issues are often misguided because we lack an understanding of the reason for the problem and because this lack of understanding translates into an absence of national consensus on what to do about a particular issue.

If this brief explanation of the course's purposes sounds fuzzy, so are the policy issues and remedies we will consider. The challenge is to clarify in your own mind the issues, evidence, and options.

Readings

No single book covers the outlined topics in a comprehensive fashion. To get a quick overview, I recommend reading the chapter on poverty and inequality in your old principles of Economics text. It is important to get this overview as soon as possible to help you fit the ideas, theories, data and policies encountered in this course into a framework.

The basic text for this course is: Schiller, Bradley R. The Economics of Poverty and Discrimination, Prentice-Hall, Inc.

NB. The Schiller readings in this syllabus correspond to the 1980 edition. However, the latest edition of Schiller was published in 1989.

Another text for the course is: Leonard, D. K. and D. R. Marshall (eds.) Institutions of Rural Development for the Poor, U.C. Berkeley, 1982. This book provides cases of self-help, anti-poverty efforts usually developed by the poor themselves to improve their economic situation.

Several readings have been placed on two-hour reserve. **Those marked below by an asterisk (*) are "required" i.e., I will draft examination questions from these items.** The other readings are suggested for those who want to learn more about the subject. Please note, however, that the reading list is tentative and additions or deletions may be made as the course progresses.

Grading

Course grades will be based on the following:

Midterm Exam	25%
Term Paper	30%
Oral Presentation	10%
Final Exam	35%

A term paper is required of each student. The desired length is from 10-15 typewritten (double-space) pages, including references or bibliography. The term paper must be approved, Approval is secured after submission of an outline (by April 17) which (1) identifies an issue or problem to be studied; (2) describes your method of analysis; (3) lists some of the source material--in other words you must do some preliminary research for the outline; (4) states clear and concise study objectives. The final paper should include: (1) title page with your name and reference to this course; (2) an introduction which states the problem, the objectives and importance; (3) a statement of the method of analysis (e.g., library literature review, interviews, consultation, computer use); (4) a brief evaluation of the data and information used; (5) the findings with regard to the problem and its solution; (6) conclusions and/or policy recommendations; and (7) a bibliography and list of persons contacted with dates and places.

Several term paper topics are listed below. This list is suggestive rather than definitive, i.e., feel free to suggest others.

Literature Surveys

1. Poverty among the aged; Blacks; Chicanos; Indians; women; or other groups in society.
2. Poverty in rural or core urban areas.
3. Poverty in a developing nation or nations of the so-called Third World.
4. California's poor: who, where and how are they (vis-a-vis others).
5. Pros and cons of Food Stamps: do the "right" people benefit?
6. Problems of measuring poverty.
7. A critique of human capital (or Marxian) theory of the poor.
8. Discrimination and its effect on the poor.
9. The shortcomings of AFDC, Social Security.
10. The poverty programs under Presidents Johnson, Nixon, Carter, and Reagan (comparison).

Problem or Issue Oriented Papers

1. The Effectiveness of the Office of Economic Opportunity (now the Community Services Administration).
2. The Operation of a Specific Transfer Program, e,g., Food Stamps; AFDC; Social Security; CETA training.
3. An Evaluation of a Community Action Program.
4. The impact of trade unions on the working poor.
5. The contradictions (or conflicts) of Federal programs and policies in "helping" to raise real income of the poor (i.e., minimum wages, high interest rates, energy measures, controls on inflation etc,).
6. What determines the personal distribution of incomes, e.g., does schooling "make a difference" in an individual's earning prospects?
7. How mechanization and labor displacement add to the number and incidence of poor.

An excellent reference to consult before you begin your paper is: Statistics of Poverty: A Bibliography compiled by Colin Cameron and Mara 0'Neill with the assistance of Judith Wiza (University of Wisconsin-Madison: Institute for Research on Poverty, August 1977). See also: The Measure of Poverty: A Report to Congress as Mandated by The Education Amendments of 1974, U.S.Department of Health, Education, and Welfare, April 1976, and the latest List of Publications from the Institute for Research on Poverty, University of Wisconsin-Madison.

Of course, the best data sources come from the U.S. Department of Commerce, Bureau of the Census. There are the Censuses of Population and Housing (every ten years) and the annual Current Population Reports, and some special editions produced by the Census Bureau, usually in accord with some Federal Law. We will spend some time in the Government Documents room of the main library learning more about these reports and publications.

Reading Assignments

I. Concepts and Dimensions of Poverty

*Schiller, B. R., The Economics of Poverty and Discrimination, (1984 edition) Part I, Chapt. 1, "The Scope of Poverty"; Chapt. 2, "The Nature of Poverty" ; and Chapt. 3, "The Poor."

*U.S. Department of H.E.W., The Measure of Poverty, April 1976; pp. xxi-xxvi and pp. 1-36.

Plotnick, R.D., and F. Skidmore, Progress Against Poverty: A Review of the 1964-1974 Decade, (New York: Academic Press, 1975), Chapter 2, "The Measurement of Poverty," pp. 31-46.

Perlman, R., The Economics of Poverty, (New York: McGraw-Hill Book Co., 1976), Part One, "Defining and Measuring Poverty," pp. 3-40.

Lampman, R. J., Ends and Means of Reducing Income Poverty, (Chicago: Markham Publishing Co., 1971), Part A "The Antipoverty Goal in Historical Perspective," pp. 1-64.

U.S. Dept. of H.E.W., The Measure of Poverty, Technical Paper XIV, "Relative Measure of Poverty," by Stanley Stephenson, Jr., March 1977. This paper compares the present official poverty definition with the relative measure of poverty, conceptually and empirically.

U.S. Dept, of H.E.W., The Measure of Poverty, Technical Paper III, "A Review of the Definition and Measurement of Poverty."

Tussing, A. D., Poverty in a Dual Economy, pp. 1-26 (for an overview).

II. Thursday, April 12, Data Availability and Limitations

*U.S. Dept. of H,E.W., The Measure of Poverty, (April 1976), Chapt. III, Data Availability and Limitations, pp. 37-68.

*U.S, Dept. of H.E.W., The Measure of Poverty, Technical Paper IX, Inventory of Federal Data Bases Related to the Measurement of Poverty, pp. 5-9, 213-226. Scan the rest of this report. It contains useful data references for research projects.

III. Tuesday, April 17, The Causes of Poverty: An Overview

*Schiller, B. R.,Poverty and Discrimination, Chapter 3, "General Perspectives," pp. 39-44.

*Martin, Philip, Xerox manuscript entitled, "The Causes of Poverty," pp. 1-28.

*Thurow, Lester C., Poverty and Discrimination, (Washington, D.C.: The Brookings Institution, 1969), Chapt. III, "The Causes of Poverty," pp. 26-45.

Plotnick, R. D. and F. Skidmore, Progress Against Poverty: A Review of the 1964-1974 Decade (New York: Academic Press, 1975), Chapter 5, "The Effect of Macroeconomic Conditions on the Poor."

Lewis, Oscar, "The culture of Poverty," Scientific American, 215(4):19-25.

Valentine, Charles A., Culture and Poverty (Chicago: University of Chicago Press, 1968).

Perlman, R., The Economics of Poverty (New York: McGraw-Hill Book Co., 1976), Part Two, "Causes of Poverty," pp.43-169. The discussion in this book is similar to that in Schiller except that Perlman devotes a chapter to "Female Poverty."

Tussing, A. D., Poverty in a Dual Economy (New York: St. Martin's Press, 1975), A Tenet of this book is that mutually reinforcing "vicious circles" keep the poor poor, and that "the causes of poverty lie in the social and economic system as a whole, and not in the characteristics of the poor" (p. vii).

NOTE: TOPIC FOR TERM PAPER DUE IN ORDER TO BE APPROVED.

Labor Market Forces and The Poor Who Can Work

*Schiller, B. R., Poverty and Discrimination, Chapter 4, "Subemployment" and Chapter 5, "The Working Poor," pp. 45-77.

*Marshall, Cartter, and King, Labor Economics: Wages, Employment and Trade Unionism (Homewood, Illinois, Richard D. Irwin, Inc., 1976) Chapter 10, "Qualitative Aspects of the Labor Supply: Human Capital," pp. 241-255; and Chapter 11, "The Challenge to the Human Capital Approach," pp. 265-280.

Thurow, Lester C., Generating Inequality: Mechanisms of Distribution in the U.S. Economy (New York: Basic Books Inc., 1975) Chapters 3, 4, and 5 covering the "job competition or queuing theory of worker and job allocation.

Doeringer, P. B. and M. J. Piore, Internal Labor Markets and Manpower Analysis (Lexington, Mass.: D.C. Heath, 1971).

Levitan, Sar et al., Human Resources and Labor Markets (New York: Harper and Row, 1972), Chapter 12.

Midterm Exam

Demographic Forces and The Poor Who Cannot (are not expected to) Work

*Schiller, B. R., Poverty and Discrimination, Chapter 6, "Age and Health;" Chapter 7, "Family Size and Status;" Chapter 8, "Culture and Race;" Chapter 9, "Education and Ability."

President's National Advisory Commission on Rural Poverty, The People Left Behind (Washington, D.C., Government Printing Office, September 1967).

Institutional Forces Related to Poverty

*Schiller, B. R., Poverty and Discrimination, Chapter 10, Discrimination in Education; Chapter 11, -Discrimination in the Labor Market,

Public Programs and Policies: An Overview

*Haveman, R, H. (ed.), A Decade of Federal Antipoverty Programs: Achievements, Failures, and Lessons (New York: Academic Press, 1977) Chapter 1, "Introduction: Poverty and Social Policy in the 1960s and 1970s–An Overview and Some Speculations" by R. H. Haveman, pp. 1-19; Chapter 2, "The Social and Political Context of the War on Poverty: An Overview," by Lawrence M. Friedman, pp. 21-54.

Plotnick, R. D. and F. Skidmore, Progress Against Poverty:A Review of the 1964-1974 Decade (New York: Academic Press, 1975). Chapter 1, "Growth in Social Programs, 1964-1974," pp. 1-29; and Chapter 3, "Government Assistance for the Poor, 1965-1972," pp.47-77.

Lampman, R. J., Ends and Means of Reducing Income Poverty (Chicago: Markham Publishing Co., 1971), Part C, "Means to Accelerate the Process of Reducing Income Poverty, pp. 133-168.

Levitan, Sar A., Programs in Aid of the Poor (Baltimore: The Johns Hopkins University Press, 1976). A layman's text; easy to read and to follow.

Income Maintenance Policies

*Schiller, B. R., Poverty and Discrimination, Chapter 12, "Income Maintenance Policies," pp. 167-191, covers welfare (i.e., the cash assistance programs and "in-kind programs" like Food Stamps, Medicaid and Housing Assistance) and Social Security.

*MacDonald, M., Food, Stamps, and Income Maintenance (New York: Academic Press, 1977). Chapter 1, "An Analytical History of the Food Stamp Program;" Chapter 3, "Food Stamps versus Cash Transfers;" and Appendix A, "Estimation of the Cash Equivalent Value of Bonus Food Stamps.

U.S. Dept. of H.E.W., The Measure of Poverty (1976) Technical Paper VII, "In-Kind Income and the Measurement of Poverty." See pp. 8-33 for theoretical models which illustrate how in-kind income affects individual recipients.

Cain, G. and H.W. Watts (eds.), Income Maintenance and Labor Supply (New York: Academic Press, 1973).

Lynn, L. E., Jr,, "A Decade of Policy Developments in the Income Maintenance System," in Robert H. Haveman (ed.), A Decade of Federal Antipoverty Programs (1977), pp. 55-121.

Employment and Equal Opportunity Policies

*Schiller, B.R., Poverty and Discrimination, Chapter 13, "Employment Policies" and Chapter 14, "Equal Opportunity Policies."

*Peterson, P. E. and J. D, Greenstone, "Racial Change and Citizen Participation: The Mobilization of Low-Income Communities through Community Action," in Robert H. Haveman (ed.), A Decade of Federal Antipoverty Programs, (1977), pp. 241-283.

Levin, H. M., "A Decade of Policy Developments in Improving Education and Training for Low-Income Populations," in Robert H. Haveman (ed.) A Decade of Federal Antipoverty Programs (1977), pp. 123-196.

Pechman, J. A. and P. M. Timpane (eds.), Work Incentives and Income Guarantees: The New Jersey Negative Income Tax Experiment (Washington, D.C.: The Brookings Institution, 1975).

Institutions of Development for the Poor

*Leonard, D. K and D. R. Marshall (eds.), Institutions of Rural Development for the Poor: Decentralization and Organizational Linkages, pp. 1-66.

*Levitan, Sar A., Programs in Aid of the Poor (Johns Hopkins Press, 1977), scan the book for general ideas regarding programs provided within the U.S.

Class Presentations

Schedule to be arranged during course.

Chapter 2

Rural Minorities and Poverty in the United States

Gene F. Summers
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University of Wisconsin-Madison

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Tell me and I forget.
Show me and I remember.
Involve me and I learn.
– Anonymous

Objectives

The first objective of the course is to increase the level of awareness of the nature and scope of poverty among African Americans, Hispanic Americans, and Native Americans in contemporary rural America. The second objective is to develop an understanding of the explanations for existence of poverty; especially among minorities. And thirdly, to encourage students to critically examine the public policy options for dealing with poverty among rural minorities.

Prerequisites

Since this is an upper division course, students should be familiar with the basic concepts of sociology, anthropology, economics, and psychology. Persons who have not completed a basic course in each of these social science disciplines should discuss their background with Professor Summers before registering for the course.

Organization

The course will be divided into five major segments or modules as follows:

A. Profiles of Poverty & Rural Minorities
1. Statistical Summary of Poverty Among Rural Minorities
2. Measurement of Poverty
3. Geography of Poverty
4. Library Resources

B. Pain of Poverty
1. Shattered Dreams
2. Down and Out in Rural America

C. History of Rural Minorities
3. Native Americans
4. Hispanic Americans
5. African Americans

D. Theories of Poverty
6. Culture of Poverty
7. Race and Racism
8. Demographic: Family Status and Age
9. Human Capital Deficiency
10. Market Competition and Labor Demand Deficiency
11. Discrimination in Education and Labor Markets
12. Political Economy

E. Policy Options
13. Income Maintenance Policies
14. Employment Policies
15. Human Capital Improvement and Maintenance Policies
16. Equal Opportunity Policies
17. Directions and Prospects

Examinations

There will be **12 in-class examinations (daily quizzes).** These will be brief (5-10 questions), covering materials presented in the previous class meeting and the readings assigned for the day of the quiz. There will be **no make-up quizzes given.**

Class Attendance

Class attendance is mandatory. Each absence will reduce the student's semester points by one. **More than 5 absences will result in a failing grade for the semester.**

Written Assignments

1. Book Review. Each student will write a 1,200 word book review. A list of books will be provided in class, but students may propose a book of their choice. The review will be a "critical reading essay" having the following outline:

a. Statement of the author's purpose or thesis.
b. Summary of the author's arguments.
c. Evidence presented to support the arguments.
d. Critical evaluation of the thesis, evidence, and use of evidence.

2. County Profile. Each student will be responsible for constructing a statistical profile of a rural county which has a history of poverty. The counties will be assigned by the professor.

3. Policy Proposal. Each student will prepare a public policy proposal which s/he believes would deal effectively with the poverty in the county which was subject of the county profile previously constructed by the student.

Committee Work

Each student will participate in the work of a committee. There will be two types of committee assignments. Some committees will prepare and present to the class one of the several theories of poverty. Other committees will prepare and present to the class potential policy options to reduce poverty among rural minorities.

Grading

The letter grade for the course will be determined by the following 100 point scale.

95-100	A
90-94	AB
85-89	B
80-84	BC
70-79	C
60-69	D
<60	F

Points will be allocated among the various assignments as follows:

In-Class Examinations	25 points
Book Review	10
County Profiles	20
Policy Proposal	20
Committee Work	20
Attendance	5
Total Points	**100**

Required Reading

Students should purchase the textbook and reader. The additional readings will be placed on reserve in the library and/or distributed in class.

Textbook: Bradley R. Schiller. 1989. **The Economics of Poverty and Discrimination,** 5th edition. Englewood Cliffs, NJ: Prentice Hall.

Reader: Cynthia M. Duncan (editor). 1992. **Rural Poverty in America.** Westport, CT: Greenwood Publishing Group, Inc.

Weekly Schedule

Profiles of Poverty & Rural Minorities

Day 1 Introduction
Course objectives & organization. Work Assignments. Grading. Books and Readings. Rules for Discussion. Personal Background.

Readings: Schiller. Chapter 1. The Nature of Poverty

Day 2 Measurement of Poverty
Concepts and measures of poverty. Assign book reviews.

Readings: Schiller. Chapter 2. Counting the Poor.
Schiller. Chapter 3. Jobs and Income.

Day 3 Geography of Poverty
Locate counties with high poverty rates and minority populations. Assign Profile counties.

Readings: Duncan. Chapter 1. Deavers and Hoppe. Overview of the Rural Poor.
Duncan. Chapter 2. Gorham. The Growing Problem of Low Earnings in Rural Areas.

HAND IN TITLE OF BOOK TO REVIEW.

Day 4 County Profiles and Resources.

Readings: Schiller. Chapter 4. The Working Poor.
Duncan. Chapter 3. Tickamyer. The Working Poor in Rural Labor Markets.

Day 5 Library Resources

John Peters, Government Documents Librarian
Board Room, 3rd Floor, State Historical Society Library

Pain of Poverty

Day 6 Shattered Dreams
Video. PBS. **Poverty in Mississippi**
And their Children After them. Other personal experiences. Discussion.

Readings: Dale Maharidge and Michael Williamson. 1989. "Maggie Louise." From **And Their Children After Them**. New York: Random House.

Duncan. Chapter 4. Adams and Duncan. Long-Term Poverty in Rural Areas.

Day 7 Down and Out in Rural America.
Video: **Hunger in America.**

Reading: Duncan. Chapter 9. Fitchen. Rural Poverty in the Northeast: The Case of Upstate New York.

County Profiles

Day 8 Student Presentations of their profile counties
Economic base. Population trends. Infant mortality. Education. Welfare. etc.

Reading: Duncan. Chapter 10. Flora. The New Poor in Midwestern Farming Communities.

HAND IN INSTALLMENT ONE OF PROFILES

Histories of Rural Minorities

Day 9 African Americans
Film: **The Road to Brown**

Day 10 African Americans (con't.)
Video: SPLC. **The Movement Remembered** or **A Time for Justice**

Readings: O'Hare, et al. 1991. **African Americans in the 1990s.** Population Bulletin 46(1):1-40.
Beale, Calvin. 1991. Black farmers: Why such a severe and continuing decline? **Rural Development Perspectives** 7 (February-May): 12-14.

Day 11 Hispanic Americans
Video: Frontline Video Series. **New Harvest, Old Shame**

Reading: Duncan. Chapter 7. Slesinger and Pfeffer. Migrant Farm Workers.

Day 12 Hispanic Americans (con't.)
Guest Lecturer: Prof. Ben Marquez, Dept. of Political Science

Reading: Jensen and Tienda. 1989. Nonmetropolitan minority families in the U.S.: Trends in racial and ethnic economic stratification, 1959-1986 (Blacks, Mexicans and Indians)

PROFILE INSTALLMENT TWO DUE

Day 13 Native Americans
Guest Lecturer: Kathy Pickering & David Mushinski, legal aid attornies, Pine Ridge Reservation

Reading: Duncan. Chapter 8. Snipp and Summers. American Indians and Economic Poverty.

Day 14 Native Americans (con't.)

Readings: Cornell and Kalt. 1990. Pathways from poverty: Economic development and institution-building on American Indian reservations. **American Indian Culture and Research Journal** 14: 89-125.

BOOK REVIEW DUE

Theories of Poverty

Day 15 In-class Committee Work
Class divides into committees which will prepare and present existing explanations of poverty among minorities.

Day 16 Overview of Theories of Poverty and In-class Committee Work

Day 17 Race and Racism
Committee A report and discussion.

Reading: Schiller. Chapter 7. Culture and Race.

Day 18 Culture of Poverty
Committee B report and discussion.

Readings: Schiller. Chapter 7. Culture and Race.

PROFILE INSTALLMENT THREE DUE

Day 19 Demographic Explanations: Family & Age
Committee C report and discussion

Reading: Schiller. Chapter 5. Age and Health.
Schiller. Chapter 6. Family Size and Status.

Day 20 Human Capital Deficiencies
Committee D report and discussion.

Reading: Schiller. Chapter 8. Education and Ability.

Day 21 Market Competition & Labor Demand Deficiencies
Committee E report and discussion.

Readings: Tickamyer and Duncan. 1990. Poverty and opportunity structure in rural America. **Annual Review of Sociology** 16:67-86.

Day 22 Discrimination
Committee F report and discussion.

Readings: Schiller. Chapter 9. Discrimination in Income
Schiller. Chapter 10. Discrimination in the Labor Market.

PROFILE INSTALLMENT FOUR DUE.

Day 23 Political Economy
Committee G report and discussion

Additional Readings

Policy Responses to Poverty Among Rural Minorities

"Let's not exhaust ourselves dealing with negatives.
Let's try to find a way to improve things." – Alex Haley

Day 24 Overview of Policy Responses

Reading: Schiller. Chapter 11. Income Maintenance Policies.
Schiller. Chapter 12. Employment Policies.

Day 25 Overview of Policy Responses (continued)

Reading: Schiller. Chapter 13. Equal Opportunity Policies.
Duncan. Chapter 13. Greenstein and Shapiro. Policies to Alleviate Rural Poverty.

Day 26 Mississippi Delta and Black Belt
Committee H report and discussion

Additional Readings: Duncan. Chapter 5. Dill and Williams. Race, Gender, and Poverty in the Rural South: African American Single Mothers.

Day 27 Colonies
Committee I report and discussion

Additional Readings

Day 28 Reservations
Committee J report and discussion

Reading: Stephen Cornell and Joseph P. Kalt. Reloading the Dice: Improving the Chances for Economic Development on American Indian Reservations. Pp. 1-59 in Cornell & Kalt (editors), **What Can Tribes Do?** Los Angeles: UCLA, American Indian Studies Center, 1992.

Day 29 Appalachia
Committee K report and discussion

Additional Readings: Duncan. Chapter 6. Duncan. Persistent Poverty in Appalachia.

Day 30 Discussion and Review

Readings: Schiller. Chapter 14. Directions and Prospects.
Duncan. Chapter 12. Suitts. Empowerment and Rural Poverty.

INDIVIDUAL POLICY PROPOSALS STATEMENTS DUE: LAST DAY OF CLASS.

Chapter 3

New Challenges of Poverty in Appalachia

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West Virginia University

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NB. This is an honors course in which students complete course requirements during the summer months by "correspondence."

Notes to Instructor

This course was developed and taught in the summer of 1992 in connection with the West Virginia University Honors Council for the WVU Honors Program. Titled "New Challenges of Poverty in Appalachia," the course grew out of my research on regional development, poverty, and Appalachia as well as my experiences on the faculty at WVU. In part, I wanted to involve students in readings related to my ongoing research. But, I also wanted to give students an opportunity to study and think critically about Appalachia, the region's problems, and the region's future.

Students usually go through their entire undergraduate careers at West Virginia University and never learn anything about the region. Yet, many students, especially students from the region, are unhappy with this situation. Now in my fourth year at WVU, I am finding that more and more Appalachian students are signing up for my courses, even Introduction to Sociology. Apparently it is on the "grapevine" that students in my classes learn about coal mining and poverty and economic restructuring in Appalachia. I have had literally hundreds of students tell me that until my courses they had never heard West Virginia or Appalachia even mentioned in a class. So there is a clear demand here for courses which embrace the histories and very difficult current realities of the lives of our students.

In this summer Honors course, all six of my students were from West Virginia, and all of them were familiar with life in the coalfields and in rural agricultural communities. They

were struggling with stereotypes about Appalachia and about poverty. The "received" definition of poor people as "no count" and "lazy" was a hard pill for these students to swallow. For instance, one young woman had cousins who were surviving on seasonal employment cutting the grass and tending the grounds of one of West Virginia's ski resorts. Another had relatives who had been "mashed up" in the mines and suffered from pneumoconiosis (black lung). Still, all these students worried about "welfare chiselers" and long term dependence on "government handouts." My challenge was to integrate their personal experiences and understandings with difficult theoretical work and recent research on regional development and poverty. Further, I had to do this while these students were off campus for the summer.

Summer Guided Readings courses are designed so that students learn to take responsibility for independent learning. Some faculty select a series of new books in their fields and require that students prepare a term paper reporting on the books and synthesizing theoretical and research issues each book raises. I decided, however, that I wanted more interaction with these students about the material they would study. Since my students had no previous courses on the region or about poverty, I knew I had a lot of ground to cover. I wanted to introduce them to theories of Appalachian development which I hoped they would then use as tools for critically evaluating persistent poverty in the region. But what was the best way to do this?

The format I developed eventually worked well. Students wrote journals and three Reflection Papers as they read two books, a report on their university's plans for service and economic development in West Virginia, and a packet of articles on poverty and development. To introduce some order to long distance reading, I gave students a list of terms to think and write about as they worked through the material. I broke the material into three units and introduced each with questions to guide the readings. Students sent journal entries to me at regular intervals, and I mailed them back with my reactions.

At the end of each unit students wrote a "Reflection Paper." In these papers the students deliberated on the unit readings, on their prior journal exchanges with me, and explicitly on their personal experience. The idea for these papers came to me from Fran Ansley, Professor of Law at the University of Tennessee. She and a number of other professors of U.S. race and gender legal theory use such assignments. According to these scholars, careful articulation of personal experience against the context of readings and class discussion gives authority to voices of people who have long been silenced in this culture. In adapting the Reflection Paper technique to the summer course, I gained new insights into the opinions and exposure of our Appalachian students at the same time that the students came to understand the strength and influence of their personal experiences.

Students began with Our Appalachia, a collection of oral histories to introduce themes of development and poverty through the words and experiences of people very much like their relatives and neighbors. They were encouraged to identify stereotypes of "hillbillies" and Appalachian poverty and then hold them up against their own experiences and the experiences described in the oral histories. The collection is divided into three sections:

one includes reminiscences about pre-industrial Appalachia; a second records the experiences of living through the industrialization of the coalfields; and a third describes the lasting consequences of single industry development. Even though the oral histories were collected in the late 1970s, the book remains useful because it helps students organize their knowledge of and feelings about their histories. Students come to us with their feet very much in the worlds of three generations, and they know that the familiar world of past generations is vanishing. They understand that the economy of the region is being pulled apart, but much of this knowledge is based in family and community experience. Our Appalachia helps them begin to work with their individual exposure to the region's history and problems as it sets the stage for the second unit: a move into more analytical work on the causes and consequences of Appalachian poverty.

For the second unit, I used a series of case studies of communities struggling with economic crisis in Appalachia, the Piedmont, and the Deep South. Collected as Part I of Communities in Economic Crisis: Appalachia and the South, these case studies were accessible to students and helped to move their reading and writing beyond a personal level. All the students wrote in their journals about dialogues they would like to see between residents of the different communities in the case studies. For example, one student wanted to know how the people in Knoxville, Tennessee, whose manufacturing plant relocated to Mexico, could get connected with people in Ivanhoe, Virginia, who had finally given up on "smokestack chasing" as a solution to unemployment. She was eager to facilitate exchange and planning among communities devastated by economic change. By this point in the course, students were leaving individual explanations of poverty, focusing on the practices of governments and corporations, and thinking about grassroots organizing in communities.

In the third unit, students worked through a progression of theoretical articles on poverty that began with and criticized the culture of poverty perspective. They reviewed colonialisms, uneven development, and advanced capitalism perspectives. They concluded with current research on the uneven impact of poverty. In addition, they read a series of policy essays collected in Part II of Communities in Economic Crisis. Against these readings, students reviewed their own land grant university's Strategic Plan for Economic Development. By the end of the course students were able to challenge specific corporate practices and government policies. In their journals and final Reflection Papers they were reaching for anew definition of development and writing about work they hoped to do as leaders of their communities. All of these students plan to remain in the region after they complete professional and advanced degrees.

In general, I am pleased with the way this experimental course worked. Students reported that they liked the journals and the Reflection Paper format. Still, I think that covering the material on theories of development and poverty in a long distance summer readings course is difficult. For instance, by the end of the second unit, the students had soundly rejected stereotypical and blaming-the-victim approaches to poverty. Still, when they began the final unit, they read an excerpt from Yesterday's People by Jack Weller (1966) which illustrates the culture of poverty approach. Their journal articles indicated a good deal of agreement with his arguments. I was astonished. They were astonished at

themselves as well as soon as they read the next assignment, an essay by Steve Fisher which soundly debunks the approach! This "reversion" indicates just how powerful dominant cultural explanations of poverty are in our society. I longed for the opportunities classrooms provide for students and professors to discuss reactions to course materials.

Similarly, reading what amounted to their first critique of advanced capitalism proved to be hard going. Students were upset by the author's use of the word "socialism" and launched into an attack on some political position they assumed he promoted. This got in the way of their ability to sort out his discussion of core/periphery patterns of capital formation and industrialization. Again, as I read their journals, I longed for a classroom setting to work through these materials and their reactions. In the future, I will try to follow this Summer Guided Readings class with a fall seminar looking in more depth at theories of stratification, inequality, and development and arranging for students to meet with government and university specialists working on regional economic development and poverty policy.

My experience with this group of students suggests that it is especially important to develop courses on poverty in regions struggling with persistent poverty. I am urging my own department to take the initiative and assume a leading role in instruction which is linked directly to students' lives and histories. In addition, I am reviving a long defunct Sociology of Appalachia course, and I am developing a new research methods/policy course for our M.A. in Applied Social Research which will focus on West Virginia and Appalachia. Both of these new courses will direct substantial attention to persistent poverty. – Sally Ward Maggard

Course Description

This course encourages you to think critically and creatively about Central Appalachia. Intermittent poverty has plagued the region for many years. A variety of programs to alleviate poverty have resulted in some limited successes. However, current economic restructuring is creating a new period of economic and social crisis. Joining disabled, elderly, and chronically unemployed are large numbers of "working poor". This course examines characteristics of the poverty population, correlates of Appalachian poverty, myths vs. reality of poverty, economic restructuring, and poverty amelioration policy.

Required Texts

1) Gaventa, John, Barbara Ellen Smith and Alex Willingham (eds.). 1990. Communities in Economic Crisis: Appalachia and the South. Temple University Press.

2) Shackelford, Laurel and Bill Weinberg (eds.). 1988. Our Appalachia. Lexington, Kentucky: University Press of Kentucky.

3) West Virginia University. 1992. West Virginia University's Strategic Plan for Economic Development 1992. Morgantown, W.V.: Wst Virginia University.

4) Readings packet which includes the following materials:

Weller, Jack. 1966. *Yesterday's People: Life in Contemporary Appalachia* Lexington, Kentucky: University Pres of Kentucky. Pages 3-8, 134-163.

Fisher, Stephen L. 1991. "Victim-Blaming in Appalachia: Cultural Theories and the Southern Mountaineer." Pages 185-194 in *Appalachia: Social Context Past and Present.* Bruce Ergood and Bruce E. Kuhre, eds. Dubuque, Iowa: Kendall/Hunt.

Lewis, Helen. 1970. "Fatalism or the Coal Industry?" *Mountain Life & Work* 46(Dec):4-15.

Walls, David S. 1978. "Internal Colony or Internal Periphery? A Critique of Current Models and an Alternative Formulation." Pp. 319-349 in *Colonialism in Modern America: The Appalachian Case.* Helen Matthews Lewis, Linda Johnson, and Donald Askins, eds. Boone, North Carolina: The Appalachian Consortium Press.

"Alliance Releases Land Ownership Study Findings: Land Task Force Urges Community Response." 1981. *Mountain Life & Work* 57(April):13-20.

Tickamyer, Ann R. 1987. "Gender, Family Structure and Poverty in Central Appalachia." Pp. 80-90 in *The Land and Economy of Appalachia: Proceedings from the 1986 Conference on Appalachia* Lexington, Kentucky: The Appalachian Center, The University of Kentucky.

Course Requirements

As an Honors Summer Guided Readings course S/Al9lHN is appropriate for serious students prepared to take responsibility for independent learning. To successfully complete the course all assignments must be submitted by the listed due dates.

You will write a journal (continuously through the summer). Journals record specific reactions to each assigned reading. I collect and read journals several times during the summer and respond in writing to each entry (this can be handled by mail).

You will also write three Reflection Papers (5 - 10 pages). These pull together and integrate course materials in each unit. They also explicitly draw on your personal experiences. The final Reflection Paper is comprehensive. It should show the progression of your thinking about poverty and Appalachia as you have worked through the readings and reflected on your own understandings of poverty in Appalachia.

Grading

Journals are worth 25% of the course grade.

Each of the three **Reflection Papers** is worth 25% of the course grade.

Evaluation criteria

A = The basic ideas/information in the assignments is discussed, but the student is also able to evaluate material, discuss weaknesses and primary contributions of authors or approaches, note exceptions to arguments or nuances of implications of material. Assignments are well organized and well written.

B = Main ideas a solidly intact and assignments are well written and well organized.

C = Main ideas are fairly well intact, the majority of the basic ideas or information is covered; fair organization of the material.

D = Many of the main ideas are missing or vaguely stated. Efforts that lack a great deal of the basic information and are not particularly well organized earn a D.

E = Main ideas virtually missing. Work is sloppy and carelessly prepared. Poor effort at organizing and presenting assignment.

Schedule of Assignments

KEY TERMS: In your readings think about how each of your authors writes about (or might write about) the following terms:

(1) culture
(2) family and households
(3) personal life
(4) community
(5) class relations
(6) natural resource ownership and use
(7) work
(8) poverty
(9) the government
(10) "poverty" programs
(11) "development" programs
(12) the future

UNIT ONE: Thinking About Appalachia

Read Our Appalachia (OA).

> How do these personal accounts in OA compare with stereotypical images of Appalachia (i.e. Daisy Mae and Li'l Abner; the Beverly Hillbillies; the Dukes of Hazard; etc.)? With stereotypical images of poor people (i.e. lazy and shiftless; welfare "bums"; etc.?)
>
> How do they compare with your personal knowledge of poor people, of Appalachian people?
>
> What do these personal accounts suggest about causes of poverty? Solutions to poverty?

In your journal entries begin to tease out answers to each of these questions. You should also think about how each person treats the key terms listed above. Then, develop your answers for your first Reflection Paper.

Suggested date for first Reflection Paper, covering Our Appalachia = June 15.

This means you need to get journals to me in time to get feed back to use with your paper. You should keep copies of your journal entries since we are doing this by mail, and you are using them as a basis to develop your papers.

UNIT TWO: Case Studies and Change Strategies

Read Communities in Economic Crisis: Appalachia and the South: Introduction and Part I.

As you read, think about what each case study can teach us about the causes of poverty and solutions to poverty. Piece together "ingredients" of change as you link these case studies.

Pay close attention to region. Do you find differences, similarities among the cases from Appalachia, the Piedmont, and the Deep South? What do regional comparisons suggest about "poverty" and "development" programs? Are there regional characteristics which should inform policy?

What about within a region? Do programs designed to help people or a region benefit all residents (race, ethnicity, gender, age, sexuality, etc.) the same way? Are some hurt while others are helped?

Again, integrate personal experiences and personal knowledge with what you are reading as you develop your journal entries into your second Reflection Paper.

Suggested date for second Reflection Paper, covering the Introduction and Part I of this text = July 15.

UNIT THREE: Theoretical Perspectives and Policy

Read:

From reading packet:

Weller: excerpts from Yesterday's People
Fisher: "Victim-Blaming..."
Lewis: "Fatalism or the Coal Industry?"
Walls: "Central Appalachia: A Peripheral Region..." Alliance: "Land Ownership Study"
Tickamyer: "Gender, Family Structure, and Poverty..."

Communities in Economic Crisis: Appalachia and the South, Part II.

West Virginia University's Strategic Plan for Economic Development 1992. (Handout)

How do we design alternatives to poverty?

Who should come to the planning table to think about the future? To design change? What information is needed for such planning? How do people at the levels of community, state, region, nation get access to the information they need? How can a land grant university participate in such planning and policy development?

Suggested date for final Reflection Paper = August 17.

September 7 Final Reflection Paper returned and final grade submitted

Chapter 4

Rural Minority Groups and Poverty in the U.S.

Bruce B. Williams
Department of Sociology/Anthropology
University of Mississippi

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NB. This course was taught in an 8 week summer session.

Course Description

This course will focus principally on the plight of African-Americans in the rural South. Hispanic and American Indian minorities will also be discussed. However, African - Americans represent the largest disadvantaged rural minority group in America; and this population is concentrated in the South. The course will be explore the unique environment of the rural South as the Bible Belt, the Black Belt and the most economically underdeveloped and race conscious region of the United States. Of Major concern will be the relationship between rural African-Americans and the prospects for future economic revitalization of the rural South.

Readings:

Charles S. Aiken. 1989. "The Rural South as Seen by a Historical Geographer." in Emery Castle and Barbara Baldwin, eds. National Rural Studies Committee: A Proceedings. Corvallis, Or.: Western Rural Development Center, Oregon State University.

James C. Cobb. 1984. Industrialization and Southern Society; 1877-1984. Lexington, KY. University of Kentucky Press.

Thomas A. Lyson. 1989. Two Sides to the Sun Belt. N.Y.: Praeger.

Reserve Readings:

Lionel J. Beaulieu, ed. 1988. The Rural South in Crisis. Boulder: Westview Press.

David Brown and Mildred Warner. 1989. "Persistent Low Income Areas in the United States: Some Conceptual Challenges." in Emery Castle and Barbara Baldwin, eds. National Rural Studies Committee: A Proceedings. Corvallis, Or.: Western Rural Development Center, Oregon State University.

James C. Cobb. 1990. "Somebody Done Nailed Us on the Cross: Federal Farm and Welfare Policy and the Civil Rights Movement in the Mississippi Delta". The Journal of American History. December:912-936.

Cynthia M. Duncan and Ann R. Tickamyer. 1988. "Poverty Research and Policy for Rural America." The American Sociologist. Fall:243-259.

William W. Falk and Thomas A. Lyson. 1988. High Tech, Low Tech, No Tech: Recent Industrial and Occupational Change in the South. Albany, N.Y.: State University of New York.

Christopher Jencks and Kathryn Edin. 1990. "The Real Welfare Problem." The American Prospect. Spring:31-50.

Dick Kirschten. 1990. "The Delta Looks Up." National Journal October 6 (No. 40):2382-2389.

Nicholas Lemann. 1986. "The Origins of the Underclass." Atlantic Monthly. June:31-55; July:54-68.

Martin N. Marger. 1985. Race and Ethnic Relations: American and Global Perspectives. Belmont, Ca.: Wadsworth Publishing.

Minion K. C. Morrison. 1987. Black Political Mobilization. N.Y.: State University of New York Press.

Benjamin B. Ringer. 1983. 'We the People' and Others. N.Y. : Tavistock Press.

Peggy J. Ross and Elizabeth S. Morrissey. 1989. "Rural People in Poverty: Persistent Versus Temporary Poverty." in Emery Castle and Barbara Baldwin, eds. National Rural Studies Committee: A Proceedings. Eugene, Oregon: Western Rural Development Center, Oregon State University.

Edward Shils. 1975. "Centre and Periphery." Centre and Periphery: Essays in Macro-Sociology. Chicago: The University of Chicago Press.

Southeast Women's Employment Coalition. 1986. Women of the Rural South. Lexington, KY.: Southeast Women's Employment Coalition.

Course Requirements

There will be a 100 point in-class mid-term examination. In addition you will write a 50 point book review from a selected list of readings. Finally, you will have a 150 point take home examination. This examination will test your ability to integrate the various themes and concepts of the course into a holistic evaluation of race and rural poverty in American society. **Class discussion is a must.**

Weekly Schedule

1. Introduction and Conceptual Framework
   Readings: Brown and Warner; Ross and Morrissey; and Aiken.

2. Conceptual Framework (cont.)
   Readings: Shils; Marger, Chs. 1-3.

3. Historical Background
   Readings: Ringer, Chs. 6 and 11; Video - "Ethnic Notions."

4. MID-TERM EXAMINATION; Industrialization, Tradition, Gender and Race
   Readings: Cobb (1984), Chs. 1-4; Lyson, Chs. 1-2.

5. Continuation
   Readings: Cobb (1984), Chs. 5 and 7; Lyson, Chs. 4-5;,Falk and Lyson, Ch. 5; S-E Women's Employment Coalition, Ch. 1.

6. Welfare, Poverty and Race
   Readings: Lemann: Jenks and Edin; Video - "The New Racism" (First Student Reports Due).

7. Mississippi: A Case Study
   Readings: Cobb (1990); Morrison' Ch. 2. (Student Reports Due).

8. Race and the Future of the Rural South Readings: Duncan and Tickamyer; Falk and Lyson, Ch. 6.

PART II

Rural Poverty Modules Within Courses

Chapter 5

Social Psychology of the Disadvantaged

André D. Hammonds
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I. **Textbooks:**
Schiller, Bradley R., The Economics of Poverty and Discrimination, 5th ed., Englewood Cliffs, NJ: Prentice Hall, 1989 and Ropers, Richard H., Persistent Poverty: The American Dream Turned Nightmare, New York: Plenum Press, 1991.

II. **Objectives:**
The primary goal of this course is to critically examine the institutional structures affecting the poor. A secondary goal is to examine the values, attitudes, and behavior patterns of the poor (as well as the nonpoor) in American society. Emphasis will be placed on the "culture of poverty" concept and its implications for social psychology and social policy.

III. **Procedures:**

A. **Lectures** – Designed to include but amplify relevant journal and textbook materials through: (1) introducing additional definitions, concepts theories, (2) providing illustrative materials, (3) comparing and contrasting viewpoints or perspectives, (4) emphasizing the more important points, and (5) clarifying and summarizing ideas, comments, criticisms. "Lecture," as used here then, does not mean a formal discourse.

B. **Book Reviews for Extra Credit** – Any student may opt to do a written book review on some title selected in consultation with the instructor. In addition to the written report, students are encouraged, but not required, to make oral presentations to the class.

Credit given for written reports will vary from three to five percentage points. An additional two percentage points will be given for in-class presentations, book review titles are to be submitted Monday, June 14.

C. **Examinations** – Four equally weighted multiple-choice examinations of 60-80 items each will be administered on the following dates: June 15, June 23, June 30, and July 8.

If for any reason, an examination cannot be taken as scheduled, please inform the instructor as far as possible in advance of the time. You cannot be assured the privilege of taking a make-up examination. Make-up examinations will be essay type.

D. **Research Reports:**

1. Graduate students are expected to write a quality term paper on some aspect of the Sociology or the Social Psychology of Poverty.

Submit topics by June 11, earlier if possible. Topics should be selected in consultation with the instructor. Reasonably detailed outlines of papers are to be submitted (typed) June 21. Papers are to be submitted July 2. Please include a two-page abstract which will be reproduced and distributed to the class. Papers will be presented July 6 and 7.

2. Undergraduate students are expected to write a mini-paper utilizing a questions/answers format centering on three or four specific questions or issues identified in the literature or lecture and discussion. Length of papers, in the final analysis,should not be arbitrarily determined by the instructor. I believe, however, that clear, concise statements of 5-7 pages should result in evidence or data relevant to questions raised. Submit questions by June 11. Submit papers by July 2, earlier if possible.

3. Although the format of the American Sociological Review is recommended, no particular reference format is required. However, footnotes (where appropriate) and a bibliography are required. Poorly documented papers will be severely penalized.

E. **Class Discussion** – An effort will be made to stimulate and encourage discussion on the part of each student. Others may benefit from your

experience, perspectives, prejudices. The assumption is made that a free exchange of ideas is essential to learning.

F. **Class Attendance** – While not compulsory, regularity of attendance will be considered in the instructor's overall evaluation.

G. **Supplementary Credit** – Maximum for supplementary credit work is 7%.

IV. Grading System:

A. **Undergraduates**

1.	Examinations	75%
2.	Mini papers	10%
3.	Instructor's Overall Evaluation	15%

B. **Graduates**

1.	Examinations	55%
2.	Term paper	25%
3.	Class Presentation	5%
4.	Instructor's Overall Evaluation	15%

C. **Grade Value:**

Total scores of:

93-100 = A
88-92 = B+
83-87 = B
76-82 = C+
70-75 = C
65-69 = D+
60-64 = D

V. Office Hours:

HH 285, 9:30-10:30 daily; other times by appointment only. Phone: 237-3429

EXAMINATION SCHEDULE

Test I: June 15, 1993

Textbooks:
Schiller, Chapter 1, "The Nature of Poverty" and Chapter 2, "Counting the Poor"
Ropers, Chapter 1, "What Is Poverty?"

*Reserve Readings
Joe and Rogers, Chapter 1, "The Problem of Poverty," By The Few, For The Few.
Feagin, Chapter 2, "The Historical Background," Subordinating the Poor.

Test II: June 23, 1993

Textbooks:
Ropers, Chapter 2, "Who Are The Poor?"
Chapter 4, "Those At the Very Bottom: The New Homeless"
Schiller, Chapter 4, "The Working Poor"

*Reserve Readings
Deavers and Hoppe, Chapter 1, "Overview of the Rural Poor the 1980s" in Duncan (ed.), Rural Poverty in America.
Flora, Chapter 10, "The New Poor in Midwestern Farming Communities", in Duncan (ed.), Rural Poverty in America.

Test III: June 30, 1993

Textbooks:
Schiller, Chapter 6, "Family Size and Status"
Chapter 7, "Culture and Race"
Chapter 9, "Discrimination in Education"
Ropers, Chapter 6, "Blaming the Victim"
Chapter 7, "Blaming the System"
Chapter 8, "The Production of Poverty: What Produces Persistent Poverty?"

*Reserve Readings
Wilson, Chapter 3, "Poverty and Family Structure," The Truly Disadvantaged.

Test IV: July 8, 1993

Textbooks:
Schiller, Chapter 10, "Discrimination in the Labor Market"
Chapter 11, "Income Maintenance Policies"
Chapter 12, "Employment Policies"
Ropers, Chapter 5, "Welfare: Not Even Treating the Symptoms"
Chapter 9, "The Politics of Poverty: Life, Liberty, and the Pursuit of Happiness"

Graduate Student Presentations

*** MATERIALS ON RESERVE IN THE SOCIOLOGY OFFICE, HH 287**

Course Outline

I. The Nature and Scope of Poverty

- A. Historical Background
- B. The Meaning and Measurement of Poverty
- C. A Profile of the Poor
  1. Demographic Characteristics
  2. The Homeless
  3. The Working Poor
  4. Welfare Recipients
  5. The Rural Poor

II. Theories of Poverty Causation

- A. The Culture of Poverty Concept
- B. The "Underclass" Alternative
- C. The Ideology of Blaming the Victim
- D. Structural Explanations
  1. Deficient Demand for Labor
  2. Discrimination in Education
  3. Discrimination in the Labor Market
  4. The Welfare System
  5. Political Trends

III. Toward a Solution

- A. Employment Policies
- B. Welfare Reform
- C. Politics of Housing
- D. Education and Training
- E. Equal Opportunity Policies

Suggested Term Paper Topics

1. The Poverty Establishment: Fact or Fiction
2. American Perspectives on Poverty
3. The Migrant Worker and Poverty
4. Project Head Start: Help or Hindrance to the Poor
5. Life Styles in the Black Ghetto

6. Life Styles on the Cumberland Plateau
7. The Black (or Brown or Red) Protest Movement as a Response to Poverty and Subordination
8. Poverty in Terre Haute
9. Middle Class Black Americans and Attitudes Toward Poverty
10. A Critical Evaluation of Measures of Poverty

11. A Comparison of European and American Health and Welfare Systems
12. Alternatives to the Culture of Poverty Concept
13. Poverty as a Political Issue: Past, Present, Future
14. Poverty Black and White: Similarities and Differences
15. The Status of Behavioral Science Research on the Poor

16. An Interpretation of Social Class Differentials in I.Q. Achievement, and Achievement Motivation
17. Proposals for Empowering the Poor to Reduce Inequality
18. The Public Welfare System: 1930s to present
19. Public Aid to Non-Poor Americans
20. The Protestant Ethic and the Ideology of Individualism

21. The Religious Experiences of the "Disinherited"
22. Black Americans in Poverty
23. Native Americans in Poverty
24. Puerto Rican Americans in Poverty
25. Mexican Americans in Poverty

26. Poverty and Older Americans
27. Poverty by Sex, Race, and Region
28. Personality Correlates of Poverty
29. Attitudes of the Poor about Miscellaneous Topics (Race, Politics, Legal Aid, Health Care, Education, Social Workers, Welfare)
30. The Non-Working Poor

31. The Feminization of Poverty
32. Poverty and Powerlessness
33. Myths and Fallacies about Welfare
34. The "New" Poor
35. The Future of Poverty in the United States

36. A Critique of Current Poverty Programs
37. Alternative Programs/Proposals for the Elimination of Poverty
38. Persistent Poverty in Rural America
39. A Critique of the Concept of Underclass
40. The Clinton Administration's Programs and Policies for Alleviating Poverty

Chapter 6

Poverty in the United States: Social and Demographic Dimensions

Leif Jensen
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The Pennsylvania State University

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NOTE TO INSTRUCTOR

I first put this course together while I was teaching at Bates College in Lewiston, Maine. I taught it during Bates' "short term," a five-week period in which students take only one class and professors are encouraged to make their courses as intense and innovative as they dare. I wanted to expose students both to the scholarly and policy literature on poverty in the United States, and to the day-to-day lives of poor people and poor places. We spent an entire week, for example, volunteering our labor in a low-income neighborhood that was the target of a housing improvement program. The conversations we had with local residents and program officials, and the students' own observations out of the corners of their eyes, provided living testimony to the material they were reading at night.

At Penn State the course has evolved into a graduate seminar. It has a strong demographic flavor and fulfills course requirements of students pursuing a dual-title degree in the Demography Program. Necessarily lost are the time-intensive field experiences. However, in one assignment students divide up and visit the local welfare offices to get information on program eligibility and benefits. Students quickly appreciate the baffling array of far flung programs, and come to recognize the difficulties the poor face in finding out about and applying for these programs.

Retained, however, is the underlying structure of the readings. We begin with a sociodemographic description of poverty in the United States. This includes an in-depth treatment of the definition and measurement of poverty. One worthwhile exercise here

that works for grads as well as undergrads, is to have students work out a poverty-level budget. They observe first-hand the difficulty if not impossibility of buying a minimally adequate standard of living with a poverty level income. To ground subsequent discussion in theoretic context, we next consider basic sociological and economic perspectives on social inequality, and then tighten the focus to theories of poverty, per se.

The course then launches into some special topics, including longitudinal analyses of poverty (e.g., event history applications) and the U.S. welfare system and welfare debate. The last third of the course looks specifically at poverty in rural areas of the United States. How well do welfare programs work in rural America? What seem to be the causes and consequences of the fact that the rural poor are more likely to be among the working poor? What are the special problems faced by at-risk groups in rural areas, including young families, the elderly, and people of color?

Of course, I continually update with new material. The revised reading list for 1993-94 will include Duncan's (1992) Rural Poverty in America and Rural Sociological Society Task Force on Persistent Poverty (1993) Persistent Poverty in Rural America. I will continue to assign Janet Fitchen's (1981) Poverty in Rural America: A Case Study, and will add her new (1991) volume Endangered Spaces, Enduring Places. These richly detailed accounts help make up for the loss of field trips. I also would like to add a new section of the course on the geographic distribution of poverty and poverty concentration, which would complement the section of the urban underclass. A new section on farm family poverty is another possibility. – Leif Jensen

Introduction

Poverty ranks among the most persistent, pernicious and controversial of social problems. Comparatively high rates of malnutrition, morbidity and mortality, sub-standard housing, and low education and self-esteem are but a few of the regrettable correlates of poverty. While most agree that poverty needs to be ameliorated, antipoverty programs and policies have always generated contentious debate. The purpose of this seminar is to provide a comprehensive understanding of the problem of poverty in the United States. We will consider the measurement of poverty, the social and demographic characteristics of the poor, and the principal theoretical and empirical approaches to the etiology of poverty. With this as a background, weekly seminars will then consider key topics within poverty studies. These include the history, operation and controversy surrounding the social welfare system; welfare dependency and the urban underclass; rural poverty and the special problems of meeting the needs of the rural poor; underemployment and the working poor; and poverty among especially vulnerable rural groups including racial and ethnic minorities, women, and children.

Readings

The following items are required for purchase at the bookstore:

Ruggles, Patricia. 1990
Drawing the Line: Alternative Poverty Measures and their Implications for Public Policy. Washington, DC: The Urban Institute Press.

Levitan, Sar A. 1990
Programs in Aid of the Poor, sixth Ed. Baltimore, MD: The Johns Hopkins University Press.

All other readings have been photocopied and are available at the copy center.

Requirements and Grading

Readings. The reading list indicates the order in which topics will be covered. Each week I will verify the subsequent week's reading assignment. As always, it is required and expected that you read this material before coming to class, and that you participate actively in class discussions. It's more fun that way anyway.

Comment sheets. Each week I would like everyone to prepare and bring to class a sheet containing a comment on that week's readings. These comments should be typed, double-spaced and not more than two pages. Here I would like you to draw on your own research, outside readings, personal experience and beliefs, and so forth, to develop a comment either in support of or in opposition to a theme or key point made in the readings for that week. In crafting your comments, keep in mind that the point is to help us look at the issues from different perspectives and to spark discussion.

Paper. You are required to write a term paper for this course, and you will have wide latitude in doing sc. For example, you might critique a stream of research in the poverty literature, write a comparative report on two or three books on poverty, or carry out in-depth interviews with low income people in the Center region. I encourage you to engage in original empirical analysis for your paper. To that end, I have procured a mainframe computer account for you. The Center for Academic Computing at Penn State has many social science data sets that could be used for poverty research. These data sets are easily accessed and include the General Social Surveys, the Current Population surveys, the Public Use Samples of the U.S. Census, the National survey of Families and Households, and so on. These analyses need be only as sophisticated as you feel your abilities allow.

On average, I am looking for papers of about 15 pages in length (double spaced with ample margins and not including tables and references), though good ones can range from 10 to 30 pages. Papers should not exceed 30 pages.

I would like a one-page description of your proposed topic no later than Monday, Jan. 27.

We will use the last seminar of the semester for student presentations of these papers. These will probably have to be limited to 30 minutes in length.

Grading

To determine your final grade, the above requirements will be weighted as follows:

Comment cards and class participation	60%
Term paper and presentation	40%

Topical Course Schedule

WEEK 1	MEASUREMENT OF POVERTY
WEEK 2 (PART)	THE INCIDENCE ;AND SEVERITY OF POVERTY AND SOCIODEMOGRAPHIC COMPOSITION OF THE POOR
WEEK 2 (PART)	THEORETICAL PERSPECTIVES ON SOCIAL STRATIFICATION
WEEK 3	THEORETICAL PERSPECTIVES ON THE ETIOLOGY OF POVERTY
WEEK 4	LONGITUDINAL APPROACHES TO POVERTY
WEEK 5	POLICY RESPONSES TO POVERTY
WEEK 6	THE WELFARE DEBATE
WEEK 7	WELFARE DEPENDENCY AND THE URBAN UNDERCLASS
WEEKS 9,10	RURAL POVERTY
WEEK 11	ANTI-POVERTY PROGRAMS IN THE RURAL ENVIRONMENT
WEEK 12	THE WORKING POOR AND UNDEREMPLOYMENT
WEEK 13	POVERTY AMONG RURAL WOMEN, CHILDREN, AND MINORITIES
WEEK 14	STUDENT PRESENTATIONS

Reading List

Key: R = Required
P = Packet

WEEK 1: MEASUREMENT OF POVERTY

Ruggles, Patricia. 1990 (R)
Drawing the Line: Alternative Poverty Measures and Their Implications for Public Policy. Washington, DC: The Urban Institute Press. Chapters 1-4, 6-8.

Orshansky, Mollie. 1978 (R,P)
"Measuring Poverty: A Debate." Public Welfare, Spring: 3-32.

Orshansky, Mollie. 1965
"Counting the Poor: Another Look at the Poverty Profile." Social Security Bulletin. January.

Orshansky, Mollie. 1965
"Who's Who Among the Poor." Social Security Bulletin, July: 3-29.

Fuchs, Victor R. 1967
"Redefining Poverty and Redistributing Income." The Public Interest (summer): 88-94.

Schiller, Bradley R. 1980
"The Nature of Poverty." Pp. 3-22 in The Economics of Poverty and Discrimination by Bradley R. Schiller. Englewood Cliffs, NJ: Prentice-Hall.

WEEK 2: THE INCIDENCE AND SEVERITY OF POVERTY AND (PART) SOCIODEMOGRAPHIC COMPOSITION OF THE POOR

Litman, Mark S. 1989 (R,P)
"Poverty in the 1980's: Are the Poor Getting Poorer?" Monthly Labor Review, June: 13-18.

Ross, Christine, Sheldon Danziger and Eugene Smolensky. 1987 (R,P)
"The Level and Trend of Poverty in the United states, 1939-1979." Demography, 24(4): 587-600.

O'Hare, William P. 1985
"Poverty in America: Trends and New Patterns." Population Bulletin, 40(3).

WEEK 2: THEORETICAL PERSPECTIVES ON SOCIAL STRATIFICATION (PART)

Marx, Karl. 1978 (R,P)
Excerpts from "The Manifesto of the Communist Party" Pp. 473-1 in The Marx-Engels Reader, second Edition. Edited by Robert C. Tucker. New York: W. W. Norton.

Weber, Max. 1946 (R,P)
"Class, Status, Party" Pp. 180-195 in From Max Weber: Essays in Sociology. Edited by H. H. Gerth and C. Wright Mills. New York: Oxford.

Davis, Kingsley and Wilbert E. Moore. 1945 (R,P)
"Some Principles of Stratification." American Sociological Review, 10(2). As reprinted in Blumberg, Paul, The Impact of Social Class. New York: Crowell.

Tumin, Melvin M. 1953 (R,P)
"Some Principles of Stratification: A Critical Analysis." American Sociological Review, 18(4). As reprinted in Blumberg, Paul, The Impact of Social Class. New York: Crowell.

WEEK 3: THEORETICAL PERSPECTIVES ON THE ETIOLOGY OF POVERTY

Kerbo, Ronald. 1983 (R,P)
"The Poor" Pp. 295-328 in Social Stratification and Inequality: Class Conflict in the United States. New York: McGraw-Hill.

Gans, Herbert J. 1972 (R,P)
"The Positive Functions of Poverty." American Journal of Sociology, 78(2): 275-289.

Lewis, Oscar. 1966 (R,P)
"The Culture of Poverty." Scientific American, 215(4): 19-25.

McLeod, Jay. 1987 (R,P)
"Social Reproduction in Theoretical Perspective." Pp. 9-21 in Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood. Boulder: Westview.

Tomaskovic-Devey, Donald. 1987 (R,P)
"Labor Markets, Industrial Structure, and Poverty: A Theoretical Discussion and Empirical Example." Rural Sociology, 52(1): 56-74.

Williams, Donald R. 1991 (R,P)
"Structural Change and the Aggregate Poverty Rate." Demography, 28(2): 323-332.

Leacock, Eleanor Burke. 1971
"Introduction" Pp. 9-32 in The Culture of Poverty, a Critique. New York: Simon and Schuster.

WEEK 4: LONGITUDINAL APPROACHES TO POVERTY

Ruggles, Patricia. 1990 (R)
Drawing the Line: Alternative Poverty Measures and Their Implications for Public Policy. Baltimore: The Johns Hopkins University Press. Chapter 5.

Hoppe, Robert. 1990 (R,P)
"Defining and Measuring Poverty in the Nonmetropolitan United States Using the Survey of Income and Program Participation." Forthcoming in Social Indicators Research.

Holden, Karen C., Richard V. Burkhauser and Daniel J. Feaster. 1988 (R,P)
"The Timing of Falls into Poverty After Retirement and Widowhood." Demography, 25(3): 405-414.

Bound, John, et al. 1991 (R,P)
"Poverty Dynamics in Widowhood." Journal of Gerontology, 46(3): 115-124.

Bane, Mary Jo and David Ellwood. 1986
"Slipping Into and Out of Poverty." Journal of Human Resources, 21: 1-23.

WEEK 5: POLICY RESPONSES TO POVERTY

Trattner, Walter I. 1989 (R,P)
Introduction to From Poor Law to Welfare State: A History of Social Welfare in America, Fourth Edition. New York: Free Press.

Levitan, Sar A. 1990 (R)
Programs in Aid of the Poor, Sixth Edition. Baltimore: Johns Hopkins. Chapters 1, 2, 3, 4, and 6.

O'Hare, William P. 1987
"America's Welfare Population: Who Gets What?" Population Trends and Public Policy." 13 (Sept.)

Lemann, Nicholas. 1988
"The Unfinished War." First in a two-part article. The Atlantic Monthly, December: 37-56.

Lemann, Nicholas. 1989
"The Unfinished War." second in a two-part article. The Atlantic Monthly, January: 53-68.

Ellwood, David T. 1988 (R,P)
"Beyond Welfare" and "Values and the Helping Conundrums." Pp. 3-44 in Poor Support: Welfare and the American Family. New York: Basic.

Murray, Charles A. 1982 (R,P)
"The Two Wars Against Poverty: Economic Growth and the Great Society." The Public Interest, 69 (Fall): 3-16.

Center Daily Times. 1990 (R,P)
Assorted letters to the editor.

Piven, Frances Fox and Richard A. Cloward. 1971 (R,P)
Excerpts from Regulating the Poor. New York: Pantheon

WEEK 7: WELFARE DEPENDENCY AND THE URBAN UNDERCLASS

Tienda, Marta. 1990 (R,P)
"Welfare and Work in Chicago's Inner City." The American Economic Review, 80(2): 372-76.

Ellwood, David T. 1989 (R,P)
"The Origins of 'Dependency': Choices, Confidence or Culture?" Focus, 12(l): 6-13.

Duncan, Greg J., Martha S. Hill and Saul D. Hoffman. 1988 (R,P)
"Welfare Dependence Within and Across Generations." Science, 239 (January): 467-471.

Wilson, William Julius. 1991 (R,P)
"Studying Inner-city Social Dislocations: The Challenge of Public Agenda Research." American Sociological Review, 56(l): l-14.

Ricketts, Erol R. and Isabel V. Sawhill. 1988 (R,P)
"Defining and Measuring the Underclass." Journal of Policy Analysis and Management, 7(2): 316-25.

WEEKS 9 & 10: RURAL POVERTY

Fitchen, Janet. 1980 (R)
Poverty in Rural America: A Case Study. Boulder: Westview.

O'Hare, William P. 1988 (R,P)
"The Rise of Poverty in Rural America." Population Trends and Public Policy, 15 (July).

McCormick, John. 1988 (R,P)
"Down and Out in America: The Plight of the Rural Poor." Newsweek, August 8: 20-24.

Duncan, Cynthia M. and Ann R. Tickamyer. 1989 (R,P)
"The Rural Poor: What We Know and What We Need to Know." Northwest Report, 7 (March).

Weinberg, Daniel H. 1987 (R,P)
"Rural Pockets of Poverty." Rural sociology, 52(3): 398-408.

Tickamyer, Ann R. and Cynthia M. Duncan. 1990
"Poverty and Opportunity Structure in Rural America." Annual Review of Sociology, 16: 67-86.

WEEK 11: ANTI-POVERTY PROGRAMS IN THE RURAL ENVIRONMENT

Osgood, Mary. 1977 (R,P)
"Rural and Urban Attitudes Toward Welfare." Social Work, 22(l): 41-47.

Camasso, Michael J. and Dan E. Moore. 1985 (R,P)
"Rurality and the Residualist Welfare Response." Rural Sociology, 50(3): 397-408.

Jensen, Leif. 1989 (R,P)
"Rural-urban Differences in the Utilization and Ameliorative Effects of Welfare Programs." Pp. 25-39 in Rural Poverty: Special Causes and Policy Reforms. Edited by Harrell R. Rodgers, Jr. and Gregory Weiher. New York: Greenwood.

Hirschl, Thomas and Mark R. Rank. 1990 (R,P)
"A Contextual Model of Welfare Participation." Unpublished manuscript.

WEEK 12: THE WORKING POOR AND UNDEREMPLOYMENT

Shapiro, Isaac. 1989 (R,P)
"Laboring for Less: Working but Poor in Rural America." Washington, D.C.: Center on Budget and Policy Priorities.

Tomaskovic-Devey, Donald. 1989 (R,P)
"Working Poverty, Jobs and Financial Stress in North Carolina." North Carolina Farm and Rural Life Study, 2 (6).

Levitan, Sar A. 1990 (R)
Programs in Aid of the Poor, Sixth Edition. Baltimore: Johns Hopkins. Chapter 5.

Lichter, Daniel T. and Janice A. Costanzo. 1987 (R,P)
"Nonmetropolitan Underemployment and Labor-Force Composition." Rural Sociology, 52 (3): 329-344.

Litman, Mark S. 1989 (R,P)
"Reasons for not working: Poor and Nonpoor Householders." Monthly Labor Review, August: 16-21.

WEEK 13: POVERTY AMONG RURAL WOMEN, CHILDREN AND MINORITIES

Jensen, Leif and Marta Tienda. 1989
"Nonmetropolitan Minority Families in the United States: Trends in Racial and Ethnic Economic Stratification, 1959-1986." Rural Sociology, 54 (4): 509-532.

Lichter, Daniel T. 1989
"Race, Employment Hardship, and Inequality in the American Nonmetropolitan South." American Sociological Review, 54 (4): 436-46.

Molnar, Joseph J. and William D. Lawson. 1984
"Perceptions of Barriers to Black Political and Economic Progress in Rural Areas." Rural Sociology, 49 (2): 261-283.

McLaughlin, Diane K. and Carolyn Sachs. 1988
"Poverty in Female-Headed Households: Residential Differences." Rural Sociology, 53 (3): 287-306.

Slesinger, Doris P. and Eleanor Cautley. 1988
"Determinants of Poverty Among Rural and Urban Women Who Live Alone." Rural Sociology 53 (3): 307-320.

Lichter, Daniel T. and David J. Eggebeen. 1992
"Child Poverty and the Changing Rural Family." Rural Sociology 57:151-172.

Chapter 7

Social Problems

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Introduction

This course will examine the suffering and hardships experienced by individuals as social phenomena, placing what may appear to be personal problems within the social context of the social institutions of our society. We will study the dynamics of social problems: 1) how the values and beliefs of American culture shape societal institutions; 2) how key social institutions, such as the family, the labor market, the legal system, law enforcement agencies, social service agencies and the government, teach and enforce our society's values and beliefs; and, 3) how these social institutions create and contribute to social problems. We will address how our social institutions can be changed to help prevent and possibly solve our society's social problems.

The curriculum will cover industrial decline and the impact of deindustrialization, plant closings and unemployment on the community. We will study poverty and social isolation in rural Kentucky, inner-city New York, and on an American Indian reservation. We will also look at Eastern North Carolina, at the children and grandchildren of tenant farmers struggling to "get by" on the wages paid by manufacturing industries.

We will examine race and gender inequality, social inequality and inequality of power among Americans, viewing the institution of the family as a breeding ground for power struggle and violence. We will also analyze how widely held gender stereotypes and gender roles taught in out larger society are taught first, and have the largest influence, in the early years of childhood within our own homes.

NOTE TO INSTRUCTOR: *The underlying theme of this course is social stratification in American society and the consequences of social, political and economic inequality. The course is premised on the understanding that the unequal distribution of societal resources lies at the heart of many of our country's social problems. Each of the individual social problems we examine is portrayed as a manifestation of the greater inequalities in life chances that result from the existing stratification system and the distribution of resources within American society. Issues such as racism, discrimination based on race, gender and sexual preference are touched upon in a discussion of power-- what makes a group in society a powerful and influential group and what characteristics are likely to hinder a group from promoting its interests. Why are some groups in society (more able to draw to a social problem that threatens their welfare and interests and to the attention of the larger society) place it on the policy agenda?* – Allison B. Lee

Course Format

The class will introduce concepts, provide an overview of the social problem, and the social contexts in which they exist, providing opportunities to discuss the problems and pose solutions. There will be a considerable amount of reading for the course; you will be expected to prepare the reading for the class and participate in class or group discussion and group activities. Emphasis will be placed on the comprehension of concepts, not memorizing statistics – READING ASSIGNMENTS ON TIME AND PARTICIPATING ACTIVELY IN CLASS AND GROUP DISCUSSION IS THE BEST WAY TO ENSURE THAT YOU GET THE MOST OUT OF THE COURSE!

Evaluation

This is a lecture course with emphasis on class discussion and group activity. You will be evaluated based on:

1) The extent and quality of your class participation (class attendance, contribution to group discussion and group work, and class discussion) = 10%

2) Three brief homework assignments no more than 2-3 pages in length, typed.

Homework assignment #1 due : _____

Homework assignment #2 due : _____

Homework assignment #3 due : _____ = 15%

3) Two quizzes worth 10% of your grade each.

Quiz #1 : _____

Quiz #2 : _____ = 20%

4) A presentation and paper (5-8 pages in length) based on your investigation of the existence and extent of a particular social problem in Orange County, the town of Chapel Hill, or among the student population at UNC-Chapel Hill. (A more specific assignment will be given later in the course.)

a) A proposal of your topic and method of gathering information (i.e. interviewing the Director of Social Services, the Chief of Police, or locating the relevant statistics in city and county data sources, etc.) = 5%

b) A presentation 5 minutes in length describing your findings = 10%

c) A paper presenting your findings and discussing their implications 5- 8 typewritten pages DUE : _____ = 15%. Total for Section 4) = 30%

NOTE TO INSTRUCTOR: *The research paper assignment was a tremendous success. The students were really interested in the topics they chose to study and were more able to understand the implications of the social problem when looking at the social problem at the community level. Community members were uniformly helpful and enthusiastic about the students projects; the students had little trouble getting interviews and accessing community resources. Many of the students went on to volunteer with some of the social service agencies and community groups that they had toured and whose staff members or directors they had interviewed; the interview assignment was overwhelmingly a positive hands-on learning experience.*

The oral presentations were an opportunity for the students to share their findings with the class. The students worked in small groups which seemed to work well. Three or four class periods should be allotted for the oral presentations. The students in my course all had a lot to say, had prepared excellent presentations using various media and were very eager to share their findings with their classmates. – Allison B. Lee

AN ALTERNATIVE OPTION TO #4:

4) A reaction journal to be turned in in three installments (30%).

Installment #1 due: _____
Installment #2 due: _____
Installment #3 due: _____

The reaction journal will be based on the readings assigned for class, any issues raised in class discussion or within group activities. The goal is to think about each of the social problems presented in the course, to apply your knowledge of the sociological perspectives and approaches in order to gain an understanding of the problem, and perhaps discover possible solutions.

You may write a short comment or critique about each reading, or write several longer essays on the readings you found particularly interesting, for a total length of 10-15 pages (3-5 pages per installment). The journal will be based on your own personal feelings, opinions and reactions – but draw upon material presented in the readings and lectures as well as from your own life experience.

When writing your reaction journal it may be helpful to ask yourself these questions:

1) What skills and approaches to looking at social conditions has the course taught?

2) What perspective or approach do you find most helpful in looking at the social problem? (Remember that a combination of perspectives and approaches is often the most helpful). Why? What does it reveal or explain?

3) What (if anything) do you think can be done to prevent or improve the social problem? Do you agree with other solutions that have been proposed? If not, why do you feel they won't work? If yes, which solution do you feel would be the most effective? Why?

NOTE TO INSTRUCTOR: *The reaction journal is designed to make the students approach the material in a new way. Most students who have mastered the system read the material with the question "What from this would be on the test?" uppermost in their minds. Consequently they often do not really think about what is being argued by an author, form their own personal opinion about the issue, or discern what the author's argument is, nor do they think about the implications of the issue for their own lives. The reaction journal is somehow less threatening, rigid and formal than a paper or homework assignment; students quickly learn to be creative in their thinking and to explore their own knowledge of the subject, personal experiences, or even incorporate independent research on the issue into their reactions.*

For the instructor a reaction journal is a breath of fresh air. First, it allows the instructor to see that the students can think independently and show great insight into the topics covered in class. It is a means by which you can come to know the students, their backgrounds, interests, and styles of thinking and learning, as well as to what degree and in what areas you can challenge the students and make them realize their potential for the development of critical thinking skills. The reaction journal entries are interesting,

heartwarming, sometimes heartbreaking, displaying a level of thought, creativity and effort that does not come to light through traditional paper assignments.

It does take a long time to read the entries, and grading is less straightforward than for a paper or homework exercise. But because the reaction journals are personalized, creative and interesting they are much more pleasant to read. They also allow the instructor to develop a rapport with the students, as you know more about their personal views, backgrounds and experiences, which can help you guide and shape class and group discussions. – Allison B. Lee

5) A final exam – cumulative, with an emphasis on the second two-thirds of the course = 25%

Evaluation Schema

Class participation	10%
2 Quizzes	20%
3 homework assignments	15%
Paper/ presentation	30%
Final Exam	25%
	100%

Required Texts:

Sullivan, Thomas J. and Thompson, Kenneth S. 1991. Introduction to Social Problems. 3rd. ed. New York : Macmillan Publishing Co. (TEXTBOOK)

All required texts are available at The Student Stores.

The COURSEPAK is available at Copytron.

NOTE TO THE INSTRUCTOR: *This course has been taught with and without a standard textbook. Most students find a textbook helpful as an introduction to the topics, presentation of key concepts, and an overall framework for the examination of each social problem. It also is less of a burden for the instructor if the key concepts are defined and applied in a summary chapter, rather than having to be introduced, defined and explained in class lectures. Students do not like learning definitions in class and can only handle a small amount of material at a time. I have found it best to allow the text to introduce key sociological concepts, terms and theoretical paradigms. I then briefly review them in class and illustrate these paradigms and concepts with examples in the lecture and class exercises.* – Allison B. Lee

Courseplan:

I. SOCIAL PROBLEMS : THEORETICAL PERSPECTIVES

Week 1: Introduction: What Is A Social Problem?

This course is within the discipline of Sociology, the scientific study of societies and human behavior. As with any discipline, sociology has terms and concepts specific to it, which serve as the foundations for its major theories. This section will introduce the concepts that serve as the foundation for our analysis of social problems. We will then define the term **Social Problem**, interpreting the element of several different definitions.

Next we will learn three major sociological perspectives : the Functionalist Perspective, the Interactionist Perspective and the Conflict Perspective, and four sociological approaches: the Deviance Approach, the Value Conflict Approach, the Social Disorganization approach and the Labeling Approach. These approaches provide a structured framework for analyzing social problems, allowing us to gain an understanding of the social problem and to envision possible solutions.

Week 2:

READING: Sullivan, Thomas J. and Thompson, Kenneth S. 1988. Introduction to Social Problems. 2nd ed. New York: Macmillan Publishing Co. Chapter 1: pp. 4-30. (Textbook).

Key Concepts:

Theory	Deviance	Social Problem
Hypothesis	Interest Group	Social Movement
Social Institution	Subculture	Social Policy
Values v. Norms	Conflict Perspective	
Interactionist Perspective	Functionalist Perspective	

READING: Hastings, William. 1979. How to Think About Social Problems : A Primer For Citizens. New York : Oxford University Press. "Approaches To Understanding Social Problems", pp. 118-150. (Coursepak)

Key Concepts:

Objective v. Subjective	Differential Association
Blaming the victim	Value Conflict Approach
Culture Lag	Reference Group
Deviance Approach	Labeling Approach
Subculture	Social Disorganization
Self-fulfilling Prophecy	Anomie
Social Stigma Approach	
Power	
Influential Group	
Societal Resources	

HOMEWORK ASSIGNMENT #1 DUE
Look over the American values identified in the hand-out. (American values identified by Robin Williams and reproduced in John Macionis.1987. Sociology. 4th ed. Englewood Cliffs, N.J.: Prentice-Hall, p. 69-70. Original from Robin M. Williams.1970. American Society: A Sociological Perspective 3rd. ed. New York : Alfred A.Knopf.) Do you agree that these are cultural values widely accepted in American society? Please answer the following three questions, for a typed paper 2-3 pages in length. You may answer the questions individually, or in essay form.

1) Select three of the values listed on the hand-out sheet. Would you define these values differently? How would you personally interpret the values you have chosen – what do they mean to you?

2) Are there elements in your behavior that reflect the values you have identified-- or a rejection of these values? Explain how these values influence your behavior and have relevance to your own life.

3) Can you think of groups, or types of individuals who reject these values or interpret them in a way which conflicts with your personal interpretation? What are the consequences of this conflict?

PART II: THE END OF AFFLUENCE: DEINDUSTRIALIZATION AND ECONOMIC DECLINE
Week 3: READING: Chapter : "Growth of Corporate and Government Power", pp. 34-66. (Textbook)

Key Concepts:

Capitalism	Alienation
Communism	Deindustrialization
Socialism	Concentration of Power
Mixed Economy	Oligarchy
Power Elite Model	Pluralist Model
Conglomerate	Corporate Interlock

SUGGESTED READING FOR INSTRUCTOR: *Currie, Elliot, and Skolnick, Jerome H. 1984. "Economy and Society: Business, Government and Labor", In, America's Problems : Social Issues and Public Policy. Boston: Little, Brown and Co., pp. 23-56.*

READING: Currie & Skolnick, "The End of Affluence? Social Aspects of Economic Decline." In, America's Problems: Social Issues and Public Policy. Boston: Little, Brown and Co., pp. 57-98. (Coursepak)

Key Concepts:

The Affluent Society
Standard of Living
The Work Ethic
The Welfare State
Business Cycle
Capital
Human Capital
Service Sector
Multiplier (Ripple)
Social Costs
Cost-benefit Analysis
Profit Motive
Depression
Gross National Product
Inflation
Market System
Productivity
Recession
Stagflation
Deindustrialization
Effects of Deindustrialization

Week 4: READING: Mark Dowie. "Pinto Madness" in Currie, Elliot and Skolnick, Jerome H. Crisis in American Institutions. 8th ed. New York: Harpercollins Publishers, pp. 20-35. (Coursepak) **DISCUSSION QUESTIONS INCLUDED**

READING: "Prologue" in Bensman, David and Lynch, Roberta. 1987. Rusted Dreams: Hard Times in A Steel Community. Berkeley: University of California Press, pp. 1-10. (Coursepak)

Week 5: Movie: "Roger & Me" **DISCUSSION QUESTIONS INCLUDED**

READING: "Working and Living and Getting By" in, Flowers, Linda. 1990. Throwed Away : Failures of Progress in Eastern North Carolina. Knoxville : University of Tennessee Press, pp. 181-210. (Coursepak) **DISCUSSION QUESTIONS INCLUDED**

Key Concepts:

Industrialization
Tenant Farming
Hourly Wage Labor
Subsidiary
Materialism
Low-skill jobs
Public Work
Salaried Employee
Credit
Run-away Shop
Service Sector

Week 6: QUIZ #1

PART III: POVERTY AND SOCIAL INEQUALITY

READING: Mantsios, Gregory. 1988. "Class In America: Myths and Realities". In, Paula Rothenberg, ed. Racism and Sexism. New York: St. Martin's Press, pp. 56-69. (Coursepak)
DISCUSSION QUESTIONS INCLUDED

Key Concepts:

Class	Inequality
Equal Opportunity	Economic Polarization
Social Stratification	Social Mobility
Achieved Status	Ascribed Status
Master Statuses	

SUGGESTED READING FOR INSTRUCTOR: *Rose, Stephen. 1993. Social Stratification in the United States: The American Profile Poster, Revised and Expanded. New York: W.W. Norton & Company, Inc.*

Week 7:
READING: Chapter 5 "Poverty", pp. 148-180. (Textbook)

Key Concepts:

Absolute Definition of Poverty
Relative Definition of Poverty
Cultural Definition of Poverty
Public Assistance
Transfer Payments
Income-maintenance Programs
Culture of Poverty
The Working Poor
Structural Unemployment

HOMEWORK ASSIGNMENT #2 DUE:
Please create an itemized budget according to the guidelines below. You and your spouse are employed full-time for 40 hours a week-- earning a minimum wage of $4.25 an hour before taxes. Assume they work 52 weeks a year; don't worry about income taxes (we will figure what they owe the government in class).You live in Chapel Hill or Carrboro and have two children ages 5 and 8. Plan your family's budget: remember you need food, rent and utilities, clothing,transportation...

1) List your itemized budget. Explain why you included the items you did. What are some of the things you had to leave out of the budget because there wasn't enough money?

2) Is this family in poverty by the definition of ABSOLUTE POVERTY? RELATIVE poverty? Explain.

3) How do you think this family feels about the life they can afford?

4) Were you surprised by the results of your calculations and budgeting? What did you learn about the cost of living for most families?

You may answer the questions individually, or in essay form. Be sure to include your itemized budget. The assignment should be 2-3 pages in length.

SUGGESTED READING FOR INSTRUCTOR: *Schwarz, John E. and Volgy, Thomas J. 1993. The Forgotten Americans: Thirty Million Working Poor In the Land of Opportunity. New York: W.W. Norton & Company.*

READING: Series: "The Missing Agenda: Poverty and Policy"
"Suffering in US Cities Persists as US Fights Other Battles"
"Although Urban Blight Worsens, Most People Don't Feel It's Impact" From the New York Times, 2/91

Key Concepts:

Residential Segregation	Cycles of dependency
White Flight	Universal Programs
Workfare	Social Isolation
Concentration of Poverty	Urban Blight
Spatial Mismatch	The Underclass
Culture of Poverty	A Separate Nation Within A Nation

Week 8:
READING: "Life In The Towers: Home In A Hard Place" From The New York Times, February 4th, 5th, and 6th, pp. A1, 1991.
"Project Tenants See Island of Safety Washing Away"
"Holding Onto Dreams Amid Harlem's Reality"
"As Many Fall Project's Survivors Struggle On"

Week 9: BREAK

Week 10:
READING: Lockhead, Carolyn. 1991. "From Cradle To Grave". Insight May 6, 1991.

READING: Rossi, Peter H. 1988."Why We Have Homelessness". In, Currie, Elliot and Skolnick, Jerome H. 1991. Crisis in American Institutions. New York: Harpercollins, pp. 140-154. (Coursepak)

Week 11:
READING: Wright, James. 1988. "The Worthy and Unworthy Homeless." Society vol. 25, no. 5. (Coursepak)

PART IV. RURAL POVERTY AND THE FORGOTTEN POOR IN AMERICA

READING: Gazaway, Rena. 1969. The Longest Mile. Baltimore: Penguin Books, pp. 1-77. (Coursepak)
(Field research conducted in rural Appalachia)

HOMEWORK ASSIGNMENT #3 DUE:
Please answer the following questions for an assignment no more than 2-3 typed pages in length. You may answer each question individually or in essay form.

1) Why did Rena Gazaway adopt the values and behaviors of the Duddie's Branchers to do her fieldwork? What were some of the values and norms you thought were particularly unusual?

2) Using the labeling and deviance approaches, how can the poverty, deprivation and social isolation of the Duddie's Branchers be seen as a result of social institutions and the values of the greater society?

3) Compare and contrast the poverty and social isolation of the Duddie's Brancher with that of the inner-city ghetto resident. Does the poverty of the group serve the same functions for society? Do the same groups benefit from the poverty and social isolation of both the Duddie's Brancher and the urban underclass? Do you think one type of poverty poses a greater threat to mainstream society and therefore is viewed as a greater social problem than the other?

Other relevant reading: Caudill, Harry M. 1963. Night comes to The Cumberlands: A Biography of A Depressed Area. Boston: Little, Brown and Company. (A Historical account of Appalachian poverty.)

NOTE TO INSTRUCTOR: OTHER AREAS OF RURAL POVERTY. *The following are some suggested readings that can be used to cover poverty in other rural regions of the Southeastern United States. All of the readings chronicle the impact of the decline of agriculture and the dissolution of the tenant-farming system on the local community.*

Deep South/ Mississippi Delta:

Agee, James and Evans, Walker. 1969. Let Us Now Praise Famous Men : Three Tenant Families. Boston: Houghton-Mifflin.

Maharidge, Dale and Williamson, Michael. 1989. And Their Children After Them: The Legacy of Let Us Now Praise Famous Men: James Agee, Walker Evans, and The Rise And Fall Of Cotton in The South.
New York: Pantheon Books.

(The original portrait of tenant-farm families in Alabama in 1936, and a follow-up of their descendants and the socioeconomic climate of the era in 1986. Includes black and white photos that make an excellent slide presentation. An incredible testimony to the intractability and timelessness of poverty and its intergenerational character.)

Jones, Jacqueline. 1985. Labor of Love, Labor of Sorrow. New York: Vintage Books. (A study of the African-American family and the role of African-American women in the Southern Economy from slavery to the present.)

North Carolina:

Flowers, Linda. 1991. Throwed Away: Failures of Progress in Eastern North Carolina. Knoxville: University of Tennessee Press.

(The transition from tenant-farming to agriculture and the emergence of a class of working poor in Eastern North Carolina. Critique of the role of the educational system in providing the skills needed to allow local labor force participants to succeed in the service-based and small manufacturing plant economy.)

Tullos, Allen. 1989. Habits of Industry: White Culture and the Transformation of The Carolina Piedmont. Chapel Hill: University of North Carolina Press.

Like A Family:The Making of A Southern Cotton Mill World. 1989. New York: W.W. Norton & Company.

Georgia:

Greene, Melissa Faye. 1991. Waiting For Sheetrock. Reading, MA: Addison-Wesley Publishing Company.

(A Portrait of an African-American Community in rural McIntosh County, Georgia and the awakening of Civil and Political Rights decades after the Montgomery Bus Boycott, The Greensboro, NC, Sit-ins and The March on Washington.)

Week 12:
READING: Shkilnyk, Anastasia M. 1985. A Poison Stronger Than Love: The Destruction of An Ojibwa Community. New Haven: Yale University Press.
"Introduction", pp. 1-6.
"Chapter One : A Community Destroyed", pp. 1-49. (Coursepak)

READING: "Chapter Two: The Way of Life of A People", pp. 53-63.
"Chapter Three: Worlds In Conflict", pp. 64-78. (Coursepak)

Week 13:
READING: "Chapter Four: Relationships in Transition", pp. 79-92.
"Chapter Five: Transformation in Communal Order", pp. 93-108.
"The New Reserve and Indian-White Relations: 1963-Present", pp. 123-132. (Coursepak)

READING: "Chapter Seven: New Patterns of Livelihood", pp. 133-164. (Coursepak)

PART V: GENDER AND THE FAMILY

Week 14:
READING: Chapter 7: "The Sexes and Social Inequality", pp. 216-243 (textbook)
Benson, Donna J. and Thompson, Gregg E. 1982."Sexual Harassment On A University Campus: The confluence of Authority Relations, Sexual Interest and Gender Stratification" Social Problems: February 1982.(Coursepak)

Key Concepts:

The Biological Perspective	Expressive Tasks
Master Statuses	Instrumental Tasks
Sex v. Gender	Sexual Harassment
Gender Roles	Coercion
The Sexual Division of Labor	Patriarchy
Gender Socialization	

SUGGESTED READING FOR INSTRUCTOR: *Schur, Edwin M. 1988. "Buying and Selling Sex", In, The Americanization of Sex. Philadelphia: Temple University Press, pp. 86-138.*

Schur, Edwin M. 1988. "Sexual Coercion in American Life", pp. 139-193.

OPTIONAL HOMEWORK ASSIGNMENT:
1) Think of the ways in which gender is socialized. What are the institutions in society responsible for the socialization of gender roles? How is gender "acquired"?

2) Draw up a list of commonly accepted gender roles (prescribed behavior, duties, etc.)

and gender stereotypes (traits and characteristics considered to be typically male of female, masculine of feminine.)

3) Examine your list of gender roles and stereotypes. What are the implications for power relationships and the exercise of **power** and **authority** in relationships between males and females? Do you think biological sex differences contribute to the imbalance of power in society between men and women? Why or why not?

Please include your list of gender roles and stereotypes with the answers to the above questions for a typed paper 2-3 pages in length.

Week 15:

READING: Pagelow, Mildred Daley. 1981. "Common Myths and Stereotypes". In, Woman-Battering . Beverly Hills: Sage Publications, pp. 53-88.(Coursepak)

READING: Langley, Roger, and Long, Richard C. 1977. "Tracy's Story: A Case History". In, Wife Beating. A Sunrise Book. (Coursepak)

Week 16:

READING: Herman, Judith Lewis with Hirschman, Lisa. 1981. "Incestuous Fathers and Their Families", in Father-Daughter Incest. Cambridge: Harvard University Press. (Coursepak)

READING: Roy, Maria. 1988. "King of the House: My Dad Was More than Just A Father". In, Children in the Crossfire. Health Communications, Inc., pp. 107-138 (Coursepak)

FINAL EXAM: _____

PART III

Teaching Resources

Chapter 8

Textbooks

Bassis, Michael, Richard J. Gells and Ann Levine. Social Problems. New York: Harcourt Brace Jovanovich, 1982.

Burton, The Poverty Debate: Politics and the Poor in America. Westport, CT: Praeger, 1992.

Coleman, James S. and Donald R. Cressey. Social Problems. New York: Harper and Row, 1990.

Curran, Daniel J. and Claire M. Renzetti. Social Problems: Society in Crisis. Boston: Allyn and Bacon, 1990.

Currie, Elliot and Jerome H. Skolnick. America's Problems: Social Issues and Public Policy. Boston: Little, Brown, 1988.

Davis, Floyd James. Social Problems: Enduring Major Issues and Social Change. New York: Free Press, 1988.

DeFleur, Melvin. Social Problems in American Society. Boston: Houghton Mifflin, 1983.

Eitzen, D. Stanley and Maxine Baca Zinn. Social Problems. Boston: Allyn and Bacon, 1992.

Feagin, Joe R. and Clairance Booker Feagin. Social Problems: A Critical Power Conflict Perspective. Englewood Cliffs, NJ: Prentice-Hall, 1990.

Freeman, Howard E. and Wyatt C. Jones. Social Problems: Their Causes and Control. Chicago: Rand McNally, 1970.

Freeman, Howard E., Wyatt C. Jones and Lynne G. Zucher. Social Problems: A Policy Perspective. Chicago: Rand McNally, 1979.

Glick, Leonard and Daniel Hebding. Introduction to Social Problems. Reading, MA: Addison-Wesley, 1973.

Gliner, Robert. American Society as a Social Problem. New York: Free Press, 1973.

Henslin, James M. Social Problems. Englewood Cliffs, NJ: Prentice-Hall, 1990.

Horton, Paul B. and Gerald R. Leslie. The Sociology of Social Problems. Englewood Cliffs, NJ: Prentice-Hall, 1991.

Joseph, Julian and William Komblum. Social Problems. Englewood, NJ: Prentice-Hall, 1986.

Jones, Brian J., Bernard J. Gallagher, III and Josephy A. McFalls, Jr. Social Problems Issues, Opinions, and Solutions. Hightstown, NJ: McGraw-Hill, 1988.

Kerbo, Harold. Social Stratification and Inequality: Class Conflict in Historical and Comparative Perspective. Hightstown, NJ: McGraw-Hill, 1991.

Leonard, D.K. and D.R. Marshall (eds.). Institutions of Rural Development for the Poor. Berkeley, CA: University of California-Berkeley, 1982.

Liazos, Alexander. People First: An Introduction to Social Problems. Boston: Allyn and Bacon, 1982.

Macionis, John. Sociology. 4th ed. Englewood Cliffs, NJ: Prentice-Hall, 1987.

McKee, Michael and Ian Robertson. Social Problems. New York: Random House, 1975.

McVeigh, Frank and Arthur B. Shostak. Modern Social Problems. New York: Holt, Rinehart and Winston, 1978.

Moore, Joan W. and Burton Moore. Social Problems. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Neubeck, Kenneth. Social Problems: A Critical Approach. Glenview, IL: Scott, Foresman, 1991.

Palen, John J. Social Problems. New York: McGraw-Hill, 1979.

Parrillo, Vincent, John Stimson, and Ardyth Stimson. Contemporary Social Problems. New York: Wiley, 1985.

Pavalko, Ronald M. Social Problems. Itasca, IL: Peacock, 1986.

Poplin, Dennis. Social Problems. Glenview, IL: Scott, Foresman, 1978.

Reasons, Charles E. and William D. Purdue. The Idealogy of Social Problems. Sherman Oaks, CA: Alfred, 1981.

Ropers, Richard H. Perisistent Poverty: The American Dream Turned Nightmare. New York: Plenum Press, 1991.

Rose, Stephen. Social Stratification in the United States: The American Profile Poster, Revised and Expanded. New York: W.W. Norton & Company, Inc., 1993.

Scarpitti, Frank and Margaret Anderson. Social Problems. New York: Harper Collins, 1989.

Schiller, Bradley R. The Economics of Poverty and Discrimination. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1989.

Shepard, Jon M. and Harwin L. Voss. Social Problems. New York: Macmillan, 1978.

Stark, Rodney. Social Problems. New York: Random House, 1975.

Steglick, W.G. and Margaret Konz Snooks. American Social Problems: An Institutional View. Santa Monica: Goodyear, 1980.

Stewart, Elbert W. Social Problems in Modern America. New York: McGraw-Hill, 1983.

Sullivan, Thomas J. and Kenneth S. Thompson. Introduction to Social Problems. New York: Macmillan, 1991.

Sykes, Gresham. Social Problems in America. Glenview, IL: Scott, Foresman, 1971.

Turner, Jonathon. Social Problems. New York: Harper and Row, 1977.

Turner, Jonathon and David Musick. American Dilemmas: A Sociological Interpretation of Enduring Social Issues. New York: Columbia University Press, 1985.

Weinberg, S. Kirson. Social Problems in Modern Urban Society. Englewood Cliffs, NJ: Prentice-Hall, 1970.

Williams, Robin M. American Society: A Sociological Perspective. 3rd. edition. New York: Alfred A. Knopf, 1970.

Wright, Burton and John P. Weiss. Social Problems. Boston: Little, Brown, 1980.

Zastrow, Charles and Lee Bowker. Social Problems: Issues & Solutions. Chicago: Nelson Hall, 1992.

Chapter 9

Statistical Resources

NB. Reference numbers that appear after the entry are "SuDoc" numbers assigned by the Federal Government and can be used to reference these documents at local depository libraries.

A. Indices

ASI American Statistics Index:
Washington, D.C.: Congressional Information Service. A Comprehensive Guide and Index to the Statistical Publications of the U.S. Government 1974-date. Z7553 C34 U638 1986

Congressional Information Service.
Wash. D.C.: Congressional Information Service. 1970-Present, quarterly with annual accumulation. KF49 C62

GPO Publications Reference File
distributed on microfiche every two months. Washington, D.C.: Government Printing Office.

Government Reports Annual Index, 1991.
U.S. Dept. of Commerce, National Technical Information Service, Springfield, VA. Z7405 R4 U513

Index to U.S. Government Periodicals.
Chicago: Infodata International, 175 E. Delaware Pl., Chicago, IL 60611. 1970 - 1987.

Monthly Catalog of U.S. Government publications. Wash. D.C.: U.S. Government Printing Office (GPO). Monthly with semi-annual and annual indices.

SRI Statistical Reference Index
Washington D.C.: Congressional Information Service. A Selective Guide to American Statistical Publications from Sources other than the U.S. Z7554 U5 S73 Government. 1980-date.

B. Statistical Sources

The following documents are available from the U.S. Dept. of Agriculture:

Income Situation
U.S. Dept. of Agriculture, Economic Research Service, Fourteenth St. and Independence Ave. SW, Washington D.C., 20250. A93.9

Rural Conditions and Trends
U.S. Dept. of Agriculture, Economic Research Service, Fourteenth St. and Independence Ave. SW, Washington D.C., 20250. (quarterly)

The following documents are available from the U.S. Dept. of Commerce/Bureau of the Census:

Census of Population and Housing, 1990.
Summary Tape File 1A (on CD-ROM)
C3.282:990

Census of Population and Housing, continued
Characteristics of the Population; Chapter B C3.223/6
General Social and Economic Characteristics of the Population Chapter C C3.223/7

Summary Tape File 3A (on CD-ROM) C 3.282/2: CD 90-3-A. Contains detailed social, economic, and housing characteristics info for states, counties, county sub-divisions, places, census tracts or block numbering areas and block groups. Also contains this information for Alaskan native areas and state parts of American Indian reservations.

Current Population Reports
Bureau of the Census
Consumer Income Series P-60 #181
Poverty in the U.S.
C3 .186/22 (irregularly published)

Current Population Reports
(series P-60 Consumer Income)
Bureau of the Census, Suitland, MD 20233. Money Income of Households; Families and Persons in the U.S.
C3.186/2 (annual)

Residents of Farms and Rural Areas in the U.S.
Bureau of Census
U.S. Dept. of Commerce C3.186/25
Series P-20 (annual)

Income, Poverty and Wealth in the U.S.
A chart book
Leatha Lamison White
U.S. Dept. of Commerce
Economics and Statistics Administration
Bureau of Census C3.186

Labor Force Statistics
Derived from the Current Population Survey - Bureau of Labor Statistics
C3.186

Local Area Personal Income
Bureau of Economic Analysis
C59.2

Measuring the Effect of Benefits and Taxes on Income and Poverty, 1979-91
Washington, D.C.
U.S. Dept. of Commerce
Social and Economic Statistical Administration
C3.186: Series P-60/182

Poverty in the United States
Washington, D.C.
US Dept. of Commerce
Bureau of Census
Series P-60, No. 175
C 3.186/22:991 (annual)

Statistical Abstract of the United States
The National Databook
US Dept of Commerce
Economics and Stats Admin
Bureau of the Census
C3.134 (annual)

Survey of Minority Owned Businesses
Bureau of the Census
C3.258

USA Counties
Bureau of the Census.
Dept. of Commerce. C3.134/6
CD-ROM only User Data Services, Washington, D.C. 20233
phone: 301-763-4100

Vital Stats of U.S.
Statistics of births and deaths in the U.S.
C3.139

County and City Data Book. 1988.
U.S. Dept. of Commerce
Bureau of the Census
(Published every 5 years)
HA 202 A36

The following documents are available from U.S. Dept. of Health and Human Services:

Earning Distributions in the US
DHHS Office of Research and Statistics
HE 3.2

Health Care Financing
Program Statistics
Medicaid data HE 22.13
Medicare data HE 22.21/2
Health Care Financing Administration

Monthly Vital Statistics Report
National Center of Health Statistics HE 20.2209

Public Welfare Expenditures
Social Security Bulletin
Social Security Administration
HE 3.3

Quarterly Public Assistance Stats
Family Support Administration
HE 25.15

Private Social Welfare
Expenditures
Social Security Bulletin
Social Security Administration, 6401 Security Blvd., Baltimore, MD, 21235
HE 3.3

Social Indicators 3
Facts at Your Fingertips
Health statistics-
National Center for Health Statistics
HE 20.6208:R

Vital and Health Statistics.
National Center of Health Studies, 200 Independence Ave. SW, Washington D.C., 20201
HE 20.2210

The Measure of Poverty: A Report to Congress as Mandated by the Education Amendments of 1974, U. S. Dept. of Health, Education and Welfare, April, 1976

The following document is available from U.S. Dept. of Housing and Urban Development:

Housing and Urban Development Statistical Yearbook
U.S. Dept. of Housing and Urban Development, 451 7th St. SW, Washington, D.C. 20410
Annual summary of activities and operations of HUD. HH1.38

The following documents are available from U.S. Dept. of Labor:

Annual Report of the Secretary
Department of Labor, Bureau of Labor Statistics, Washington D.C. 20212

Directory of Data Sources on Racial and Ethnic Minorities
U.S. Bureau of Labor Statistics, Washington D.C. 20212. Z 1361 E4 U5

Employment and Earnings
Bureau of Labor Statistics. Data on employment and earnings include the number of wage and salary on payroll of nonagricultural establishments. Data broken down into different statistics.
L 2.41/2

Handbook of Labor Statistics (annual)
Dept. of Labor Statistics L 2.3/5

Unemployment in States and Local Areas.
Annual publication. Dept. of Labor.
L2.41/10

Documents available from other sources:

Ethnic Statistics: A Compendium of Reference Sources
Data Use and Access Laboratories
(Available for the National Technical Information Service, PB-283378)

Federal Expenditures by State
Consolidated Federal Funds Report :
Volume I - County Areas
Volume II - Sub county areas Y4. 674/9
S.hrg. 98-751

Five Million Children
A statistical profile of poorest young citizens. New York National Center for Children in Poverty, School of Public Health, Columbia University, 1990

Poverty in America
New Data, New Perspectives -
A research report of the National League of Cities, 1987. HCIIO. P6 L38

State and Local Statistics Sources: A Subject Guide to Statistical Data on State, Cities, and Locales, 1990-91.
M. Balachandran and S. Balachandran (editors) Detroit: Gale Research, Inc.

Statistics of Income
Internal Revenue Service, 1111 Constitution Ave. NW, Washington, D.C. 20224. T22.35

Statistics of Poverty: A Bibliography
Compiled by Colin Cameron, Mara O'Neill and Judith Wiza (August, 1977), Madison, WI: Institute for Research on Poverty.

Subject Bibliographies
U.S. GPO GP3.22/2
- Agricultural Research Statistics SB-162
- Agricultural Yearbooks SB-31
- Housing, Urban and Rural Development SB-280
- Minorities SB-6
- Public Welfare SB-30
- Statistics Publications SB-273

Trends in Family Income
Congressional Budget Office
Y10.2: T72/2/970-86

1992 Green Book
Background Material and Data on Programs within the Jurisdiction on Ways and Means Committee, House of Representatives, U.S. Confress.
Y4.W36:10-4

Chapter 10

Organizations Concerned with Rural Poverty

NB. There are thousands of organizations-large and small, voluntary and governmental, religious and secular-concerned with aspects of rural poverty. These organizations are a rich source of information about poor people and poor places, efforts to construct pathways from poverty, what works and what doesn't. Therefore, in this chapter we have compiled (a) a list of directories where information about these organization can be found and (b) a small sample of them to illustrate the range of their interests. Many of them publish newsletters and other materials that are valuable aids in teaching.

Directories of Organizations

American Association of Public Health Physicians. Dept. of Family Medicine and Practice, UW-Medical School, 777 S. Mills St., Madison, WI 53715. Includes membership roster which covers 200 physicians with name, address, and professional affiliation which can be used to contact public health agencies in many rural communities.

Charitable Organizations of the United States. Gale Research, Inc. 835 Penobscot Bldg., Detroit, MI 48226-4094. Covers approximately 800 organizations soliciting for charitable causes includes name, address, phone, telex and names of key personnel.

Congressional Districts in the 1980s. Congressional Quarterly, 1983. Washington D.C. The offices of Congressional delegates are valuable references in locating federal government documents, pending legislation, etc.

Moody, Douglas (ed.). Paterson's American Education. Mt. Prospect, IL: Educational Directories, 1993. Provides listing of superintendents of local school districts throughout the U.S.

Myszka, Kristine. Directory of County Agents, 1992-93. Century Communications, Niles, IL, 1992. Covers all Cooperative Extension Service (USDA) offices in all counties in the U.S.

Weinstein, Amy J. (editor). 1992. 1992/93 Public Welfare Directory: A Resource Guide to the Human Services. American Public Welfare Association. Provides names and addresses for all human services offices in the U.S. by state, county and city.

DuChez, JoAnne. National Directory of State Agencies. Bethesda, MD: Cambridge Information Group, Inc. Covers all state government offices.

The Municipal Yearbook (annual).
International City/County Management Association, Washington, D.C.

Selected Organizations

Appalachian Studies Association, Center for Appalachian Studies and Services
P.O. Box 70556
East Tennessee State University
Johnson City, TN 37614
(615)929-5348
Supports research in Appalachia through fellowship program.

Appalachian Volunteers, INC.
1010 Boston Post Rd
Darien, CT 06820
(203) 655-7885
John Sullivan, President. Founded in 1971. Preserves and promotes the Appalachian culture through sale of Mountain made crafts. Seeks to improve economic condition of the Appalachian poor and elderly.

Big Brothers/ Big Sisters of America (BB/BSA)
230 N. 13th St.
Philadelphia, PA 19107
(215) 567-7000
FAX: (215) 567-0394
Thomas M. McKenna Exec. Dir.
Founded in 1977. One-on-one program; matches a child from a single-parent home with and adult volunteer who serves as a mentor and role-model. Match made with assistance of professionally trained caseworker.

Center on Budget and Policy Priorities (CBPP)
777 N. Capitol St. NE, Ste. 705
Washington, DC 20002
(202)408-1080
FAX: (202)543-1915
Robert Greenstein, Dir. Founded in 1981
Promotes better public understanding of the impact of federal and state spending policies for low and moderately low income families.

Center for Community Change
1000 Wisconsin Ave. NW
Washington, DC 20007
(202)342-0519
Pablo Eisenberg, Pres. Founded in 1968
Assists community groups of urban and rural poor in making positive changes in their communities.

Child Welfare League of America, CWLA
440 1st street NW, Ste. 310
Washington, DC 20001
(202)638-2952
FAX: (202) 638-2952
David S. Liederman, Exec.Dir.
Works to improve care and services for abused, dependent, or neglected children, youth and their families. Maintains a grassroots advocacy network of individuals committed to acting on behalf of children.

Children's Defense Fund, (CDF)
122 C St. NW
Washington, DC 20001
(202)628-8787
FAX: (202)783-7324
Marian Wright Edelman, pres. Founded in 1973. Long range advocacy provided for nation's children and teenagers.

Engages in research, public education, monitoring federal agencies, assistance to state and local groups, and community organizations. Works with individuals and groups to change policies which result in maltreatment of children.

Children's Foundation
725 15th St. NW Ste. 505
Washington, DC 20005
(202) 347-3300
Ray Hollestelle, Exec. Dir. Founded in 1969. Concerned with social and economic issues such as child support for low and moderate income women.

Children's Rights Group, (CRG)
543 Howard
San Francisco, CA 94105
(415) 495-7283
Vicki Strang, Deputy Dir. Founded in 1974. Works in the west and southwest to help communities and parents upgrade and expand services for children. Helps bring federally funded nutrition programs into low-income communities. Focuses on assisting the families of migrant farmworkers.

Commission On Religion In Appalachia, (CORA)
PO Box 10867
Knoxville, TN 37939-0867
(615) 584-6133
Fax: (615)584-8114
James Sessions, Exec. Coordinator
Founded in 1965. Christian denominations and councils have the purpose of engaging the resources of the church and other agencies in activities to meet the need of the people in Appalachia. Goals are to build a community and combat poverty in Appalachia.

Community Transportation Association of America, (CTAA)
725 15th St. NW, Ste.
Washington. DC 20005
(202)628-1480
David Raphael, Exec.dir. Founded in 1975. Assists local governments and community oriented enterprises in small towns and rural areas in meeting their service and developmental needs.

Council For Rural Housing and Development, (RHD)
2300 M. St. NW, Ste. 260
Washington, DC 20037
(202) 955-9715
Anna S. Moser, Exec. dir. Founded in 1980. Developers, syndicators, contractors and others who are involved in the 515 Rural Rental Housing Program. The program is one in which Farmers Home Administration makes loans to build rural rental housing. Provides information on all federal activities concerning rural housing.

Enterprise Foundation, (EF)
505 American City Bldg
Columbia, MD 21044
(301) 964-1230
FAX: (301) 964-1230
Paul C. Brophy (V.Chp) Founded in 1982. Assists non-profit neighborhood housing organizations that provided affordable housing as well as other basic human needs for low-income families. Provides technical assistance in construction management.

Free Store/Food Bank
112 E. Liberty
Cincinnati, OH 45210
(513) 241-1064
FAX: (513) 381-3915
Stephen Gibbs, Exec. Officer Founded in 1971. Seeks to help those in need, including people with very low-incomes and victims of disaster and emergencies. Supplies food, clothing, beds, blankets etc. Attempts to raise levels of fixed income for the poor. Operates in southwest Ohio, north Kentucky, and southeast Indiana.

Food Research and Action Center, (FRAC)
1875 Connecticut Ave. NW, Ste. 540
Washington, DC 20009
(202) 986-2200
FAX: (202) 986-2525
Robert J. Fersh, Exec. dir. Founded in 1970. Gives legal assistance to homeless people. Works on federal food assistance programs to make them more effective and seeks to enhance public awareness of hunger and poverty in America. Maintains library and research facilities.

Habitat for Humanity International
121 Habitat St.
Americus, GA 31709-3498
(912) 924-6935
FAX: (912) 924-6541
Millard Fuller, pres. Ecumenical Christian ministry devoted to providing low-cost, non-profit housing for low-income people throughout the world. Relies on financial contribution and over a period of 15-30 years, the fund or loan is returned for each home that is built, so new homes can be constructed.

Highlander Research and Education Center
1959 Highlander Way
New Market, TN 37820
(615) 933-3443
An education center that works towards social change with a variety of programs including leadership training for youth and adults in the Appalachian area.

Homelessness Information Exchange, (HIE)
1830 Connecticut Ave. NW, 4th Fl.
Washington, DC 20009
(202) 462-7551
FAX: (202) 234-9864
Dana Harris, Exec. Dir. Founded in 1986. Provides information and research results on homelessness, policies and programs. Maintains 1500 Volume library.

Housing Assistance Council, (HAC)
1025 Vermont Ave. NW, Ste. 606
Washington, DC 20005
(202) 842-8600
Moises Loza, Exec. Dir.
Seeks to provide housing and a suitable environment for the rural poor. Represents public and nonprofit housing agencies, public interest organizations, unions and minorities. Conducts an analysis of rural housing.

Institute for Research on Poverty
University of Wisconsin-Madison
1180 Observatory Drive
3412 Social Science Building
Madison, WI 53706
(608) 262-6358
Robert Hauser, Exec. Dir.
Founded by the federal government for study of poverty's "nature, causes, and possible cures," the Institute is a university-based center whose work bridges the basic research funded by the National Science Foundation and the

policy and program evaluation research desired by government operating agencies and by the Congress.

Interfaith Task Force, (IFTF)
3370 S. Irving
Englewood, CO 80110
(303) 789-0501 Founded in 1965. Church and privately sponsored action group aimed at assisting with the problems of low-income families in Arapahoe County, CO. Services provided range from emergency care to developing leadership.

Jewish Fund For Justice, (JFJ)
920 Broadway, Ste. 605
New York, NY 10010
(212) 677-7080
Fax: (212) 677-7159
Marlene Provizer, Exec. Dir. Founded in 1985. Jewish philanthropic foundation dedicated to financing projects aimed at eliminating poverty, especially for low-income Jewish and minority groups. Helped the Navajo Indians with an irrigation project in Arizona as an example. Also work in Massachusetts, Tennessee, Mississippi and Montana.

Love Is Feeding Everyone, (LIFE)
BIO N. Fairfax, 2nd Fl.
Los Angeles, CA 90036
(213) 936-0895
Grasiela Franklin, Exec. dir. Founded in 1983. Individuals and Organizations which work to alleviate hunger America. Encourages donations from supermarkets to give still-edible food that can't be sold because of expirations dates.

Low Income Housing Information Service (LIHIS)
1012 14th St. NW, Ste. 1200
Washington, DC. 20005
(202) 662-1530
Barry Zigas (Exec. Sec) Founded in 1975. Seeks to educate public and organizations on low income housing through meetings, conferences, literature and technical assistance.

Mountain Women's Exchange
P.O. Box 204
Jellico, TN 37762
(615) 784-8780.
Provide opportunity to low income people, especially single heads of households that are female, for education advancement. Also supports local children's theater by staging child-written and produced plays.

National Alliance to End Homelessness, (NAEH)
1518 K St. NW, Ste. 206
Washington, DC 20005
(202) 638-1526
FAX: (202) 638-4664
Susan Baker, Chw. Founded in 1983. Works on finding solutions to homelessness and preventing the growth of homelessness in America. Works with private, public and non-profit sectors in order to develop programs which give assistance to homeless people.

National Anti-Hunger Coalition, (NAHC)
c/o FRAC
1875 Connecticut Ave. NW, Ste. 540
Washington, DC. 20009-5728
(202) 986-2200
FAX: (202) 347-4551
Michele Tingling-Clemons (Contact) Founded in 1979. Purpose is to educate the public on domestic hunger and issues affecting federal food policy. Also has grassroots training for anti-hunger advocates.

National Black Survival Fund
PO Box 3005
Lafayette, LA 70502
(318) 232-7672
Rev. A. J. McKnight, CS. Founded in 1982. Object is to improve ability of Black people and other minority groups to achieve economic progress of their own accord. Deals with problems such as the recession, discrimination and the Federal cutbacks. Maintains Food for Survival in Mississippi. Helps Black workers in Alabama with construction, farming and community service.

National Coalition For the Homeless, (NCH)
1621 Connecticut Ave. NW, No. 400
Washington, DC 20009
(202) 265-2371
FAX: (202) 265-2015
Fred Karnas, Jr., Exec.Dir. Founded in 1982. Gives information to organizations and individuals interested in helping the homeless. Provides legal assistance for the homeless, lobbies and educates the public on housing problems.

National Congress of American Indians
900 Pennsylvania Ave. SE
Washington, DC 20003
(202) 546-9404
Founded in 1944. Seeks to protect, conserve, develop Native American natural and human resources. Serves legislative interests of tribes by improving health, education and economic conditions.

National Council on Agricultural Life and Labor Research Fund, (NCALL)
20 E. Division St.
PO Box 1092
Dover, DE 19903
(302) 678-9400
FAX: (302)678-9058
Joe L. Myer Exec. Dir. Founded in 1976. Funded by grants and contracts such as the U.S. Department of Labor and the Farmer Home Administration to provide technical assistance to communities and nonprofit groups that are in debt or impoverished. Build rural housing for low and medium income families, especially farm workers.

National Low Income Housing Coalition, (NLIHC)
1012 14th St. NW, Ste. 1200
Washington, DC 20005
(202) 662-1530
Barry Zigus, pres. Founded in 1978. Individuals and organizations concerned with improving and expanding low-income housing programs. Primary focus is meeting housing needs for very low-income people. Monitors low-income housing needs and programs and alerts members of actions to be taken.

National Resource Center on Homelessness and Mental Illness, (NRCHMI)
Policy Research Associates
262 Delaware Ave.
Delmar, NY 12054
(800) 444-7415
FAX: (518) 439-7612
Deborah L.Dennis, Dir. Founded in 1988. Serves as a center for information and technical assistance for the housing and service needs of the mentally ill homeless. Maintains a library and compiles statistics about the homeless.

National Rural Housing Coalition, (NRHC)
122 C. St. NW No. 875
Washington, DC 20001
(202)393-5229
FAX: (202)393-3034
Founded in 1970. Robert A. Rapoza

Nonpartisan organization which advocates government private housing programs for people in small towns and rural areas.

National Student Campaign Against Hunger and Homelessness, (NSCAHH)
29 Temple Pl.
Boston, MA 02111
(617) 292-4823
FAX: (617) 292-8057
Joel Ario, Exec. Dir. Colleges and High schools organize to educate students on domestic hunger and homelessness and to promote student interest in these problems. Promotes educational and community outreach programs.

National Volunteer Clearinghouse for the Homeless, (NVCH)
425 2nd St. NW
Washington, DC 20001
(202) 393-1909
A project for the Community for Creative Non-Violence. Works as a referral service which matches volunteers with service centers providing food and shelter to the homeless.

Save the Children Federation, (SCF)
54 Wilton Rd
Westport, CT 06880
(203) 221-4000
Fax:(203) 454-3914
Toll Free: (800) 242-5075
James J. Bausch, Pres. Founded in 1932. Voluntary, nonsectarian agency which assists children, families and communities in the U.S. and abroad to achieve social and economic stability through community and self help projects. Often aids victims of disasters. Focuses on helping families in the southern mountains of Appalachia, in the inner-cities, on Native American reservations and in the rural south.

Southern Mutual Help Association
5002 Jeanerette Rd
New Iberia, LA 70560
Founded in 1969. Social action group seeking to encourage social change through cooperative community action and rural development. Helped organize Louisiana Farmers Project as an example.

United Indians of All Tribes Foundation, (UIATF)
Daybreak Star Arts Center
Discovery Park
PO Box 99100
Seattle, WA 98199
Founded in 1970. Promotes interests of Native Americans. Develops and expands Native Americans' economic self sufficiency and education.

Chapter 11

Films and Videos on Rural Poverty in America

A Day With Darlene (1976)
This film portrays a day in the life of Darlene, a 28-year-old Appalachian housewife with 4 children who are living in poverty in central Pennsylvania. The film includes her household routines and interactions with her husband, boyfriend and oldest daughter. (Restricted showings in Pennsylvania)
59 minutes
WPSX-TV, Pennsylvania State University
Wagner Annex
University Park, PA 16802

A Day Without Sunshine (1978)
An expose of the deplorable conditions of a migrant worker in the state of Florida in the Orange Juice Industry.
60 minutes
For rent only
Bureau of Audio-Visual Instruction
UW Madison
PO Box 2093
Madison, WI 53701-2093
Toll-Free: (800) 362-6888
or (608) 262-1644

A Time for Justice
Depicts the battle for civil rights as told by its foot soldiers. They rode where they weren't supposed to ride; walked where they weren't supposed to walk; sat where they weren't supposed to sit. And they stood their ground until they won their freedom. Produced by Charles Guggenheim.
38 minutes
1992 Teaching Tolerance
The Southern Poverty Law Center
400 Washington Ave.
Montgomery, AL 36104
205-264-0286
Fax 205-264-0629

AKWESASNE (1981)
A portrait of the Mohawk people as they confront two choices; survival or assimilation.
28 minutes
First Run Icarus Films
153 Waverly Place
New York, NY 10014

Appalachia: No Man's Land (1988)
The lives of people in Kentucky and West Virginia who are affected by the mining lay-offs are portrayed in this tape.
28 minutes
Format: VHS
Maryknoll World Productions
Maryknoll, NY 10545

Bessie Smith
Profiles blues singer Bessie Smith. Looks at her birth into the poverty common to blacks living in rural America.
15 minutes
Films for the Humanities and Sciences
P.O. Box 2053
Princeton, NJ 08543
800-257-5126
609-452-1128
FAX 609-452-1602

Bloodline
Presents five stories describing graphically the poor social conditions of the black community in the rural south. Written by Ernest J. Gaines and read by Milton Earl Forrest.
American Foundation for the Blind
15 W. Sixteenth St.
New York, NY 10011
Distributor: Library of Congress
Div. for Blind & Physical Handicapped
1291 Taylor St., NW
Washington D.C. 20542

Children in Need (1989)
A look at the efforts of business leaders, community groups, teachers and government agencies to improve the situation of children in this country. Based on a report from the US Committee for Economic Development, it discusses the ways that children's development can be fostered, schools improved, and shows how business is actively participating in the process.
60 minutes
Format: VHS/3/4u
PBS Video
11858 La Grange Ave
Los Angeles, CA 90025
Ph: (213) 820-0991
Fax: (213) 826-4779

Children of Wind River (1989)
A documentary about 14 young male suicides at the Wind River Reservation of central Wyoming. Also takes a critical look at the problems facing families because of this event and the causes behind this event.
30 minutes
Chariot Productions
2819 3rd street
Boulder, CO 80304
(303) 449-5128

Christmas in Appalachia (1964)
The poverty of people living in abandoned coal-mining communities of Appalachia is depicted with interview and scenes of living conditions during a barren Christmas.
29 minutes
Format: VHS/Beta or 3/4u
Carousel Film and Video
260 5th Ave., Rm 705
New York, NY 10001
Ph: (212) 683-1660

Coal Wars: The Battle in Rum Creek (1992)
A documentary which takes place in West Virginia and documents the clash between miners and giant coal companies.
30 minutes
Filmakers Library
124 East 40th Street
New York, NY 10016

Communities On the Move (1992)
How do small towns with limited resources manage the change process? Visionary leaders and innovative approaches are being featured, including a weaving co-op.
60 minutes
For rent only
Bureau of Audio-Visual Instruction
UW Madison PO Box 2093
Madison, WI 53701-2093
Toll-Free: (800) 362-6888
or (608) 262-1644

Cry of the Yurok (1992)
About California's largest tribe of Native Americans and the many problems that they face in order to survive
58 minutes
Films for the Humanities and Sciences
PO Box 2053

Princeton, NJ 08543-2053
Toll-free: (800) 257-5126
or (609) 452-1128

Down and Out in America (1986)
An acclaimed documentary about the homeless in both urban and rural America in the 1980s.
57 minutes
Home Video, Knowledge Unlimited, INC.
15825 Rob Roy Dr.
OakForest, IL 60452
Ph: (708) 687-7881
Fax: (708) 687-3797

Dreams on Hold (1989)
America's middle class seems to be shrinking as the gap between the rich and poor increases.
20 minutes
Carousel Film and Video
260 5th Ave., Rm. 705
New York, NY 10001
Ph: (212) 683-1660

Eartha Kitt
Profiles singer Eartha Kitt. Tells of the horrors of growing up poor, unwanted, and the wrong combination of colors to suit anyone in the rural South. Showcases her singing voice.
44 minutes
Films for the Humanities and Sciences
P.O. Box 2053
Princeton, N.J. 08543
800-257-5126
609-452-1128
FAX: 609-452-1602

Ethnic Notions 1987
Traces the deeply rooted stereotypes which have fueled anti-black prejudice. Examines specific stereotypes in detail. Through these images one can begin to understand the history of race relations in America. American Film and Video Festival Award Winner.
53 minutes
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, WI 53701
800-362-6888
FAX: 608-262-7568

The Golden Cage: A Story of California's Farm Workers (1991)
The plight of migrant farm workers in California. About the isolated and difficult conditions these people labor in.
29 minutes
For rental only
Bureau of Audio-Visual Instruction
UW Madison
PO Box 2093
Madison, WI 53701-2093
Toll-Free: (800) 362-6888
or (608) 262-1644

H-2 Worker (1990)
Exposes the exploitation of Jamaican laborers by the Florida sugar cane industry. Workers are housed in overcrowded barracks, poorly fed, denied adequate medical treatment for frequent on-the-job injuries, and paid less than minimum wage. Faced with deportation and soaring unemployment at home, they have little recourse but to silently accept these humiliating conditions.
68 minutes
First Run/Icarus Films
153 Waverly Place
New York, NY 10014
(212) 727-1711

Hard Times in the Country: The Schools (1988)
This program is one in a six-part series about the impact of war and poverty in Appalachia. Also focuses on how difficult it is for America to promise a

decent education to everyone.
29 minutes
Appalshop Films
306 Madison St.
Whitesburg, KY 41858
Toll-free: (800) 545-7467
Ph: (606) 633-0108

The Hollow (1976)
The residents of the Hollow, an area in the southern Adirondack Mts., talk about their fears and misunderstandings of the outside world. Families of the Hollow are all related through intermarriage and live in poverty.
64 minutes
Phoenix/BFA Films
469 Park Ave.,S.
New York, NY 10016
Toll-free: (800) 221-1274
or (212) 684-5910

Homeland (1989)
This film depicts the history of American Farming and focuses on African-Americans in this history.
28 minutes
Format: VHS/Beta
The Media Guild
11722 Sorrento Valley Rd, Ste. E.
San Diego, CA 92121
Ph: (619) 755-9191 or (619) 755-4931

Honorable Nations: The Seneca's Land Rights (1993)
About Salamanca, the only town owned by Native Americans and how the caucasian townspeople's lease which has allowed them to live there has run out. Also about the economic hardship these Native Americans face.
54 minutes
Filmakers library
124 East 40th St.
New York, NY 10016
Ph: (212) 808-4980

I Am Somebody (1970)
About 400 poorly paid hospital workers in Charleston, South Carolina, went on strike in 1969 to demand union recognition and a wage increase. They found themselves in a confrontation not only with their employer but with the National Guard and the state government.
28 minutes
First Run/Icarus Films
153 Waverly Place
New York, NY 10014
(212) 727-1711

Lay My Burden Down (1966)
This film documents the economic and educational plight of the Black tenant farmers in the south.
60 minutes
National Educational Television Inc.
WNET/13
Indiana University
Bloomington, IN 47401

Long Journey Home (1987)
This film documents the migration and the struggle of people torn between economics and the community.
58 minutes
Appalshop films
306 Madison ST.
Whitesburg, KY 41858
Toll-free: (800) 545-7467
Ph: (606) 633-0108

The Migrants (1980)
This film examines the conditions under which migrant farm workers live and work and how these conditions can be improved.
Films INC., Public Media Inc.
5547 Ravenswood Ave
Chicago, Il 60640
Toll Free: (800) 323-4222
or (312) 878-2600

The Mountain People (1970)
The poverty-stricken mountain folk of Appalachia retain their pride and humor as they cling to their own customs.
24 minutes
Wombat Film and Video
930 Pitner
Evanston, Il 60202
Toll-free: (800) 323-5448
or (708) 328-6700
Fax: (708) 328-6706

Navajo: The Fight For Survival (1973)
Examines the Navajo people and their fight for survival.33 minutes
Bureau of Audio-Visual Instruction
UW Madison
PO Box 2093
Madison, WI 53701-2093
Toll Free: (800) 362-6888
or (608) 262-1644

New Harvest, Old Shame (1990)
ABC's Frontline follows migrant worker to Florida and finds the conditions are similar to 30 years earlier. Frontline exposes one particular family as they travel from Indiana to southern Florida. Sequel to Edward R. Morrow's classic Harvest of Shame.
Bureau of Audio-Visual Instruction
UW Madison
PO Box 2093
Madison, WI 53701-2093
Toll-free: (800) 362-6888
or (608) 262-1644

No Address (1988)
This is an examination of the plight of Native Americans lured off their reservations by the promise of jobs and a better life, only to end up homeless in large cities.
56 minutes
Format: VHS/Beta
National Film Board of Canada
1251 Avenue of the Americas, 16th floor
New York, NY 10020-1173
Ph: (212) 586-5131

No Hunger in My Home (1989)
Explores issues concerning hunger in the US and community response to the 20 million people who are hungry right now.
25 minutes
Filmakers Library
124 E. 40th Street
New York, NY 10016

Notes on an Appalachia County Visit With Darlene (1974)
(See also, A Day With Darlene) About Darlene, married with four children and living on $14 dollars a month.
45 minutes
WPSC-TV Pennsylvania State University
Wagner Annex
University Park, PA 16802

Our Children At Risk (1992)
Examines why millions of today's young children fail to reach their full development potential and how this problem can be addressed.
58 minutes
For rental only
Bureau of Audio-Visual Instruction
UW Madison P.O. Box 2093
Madison, WI 53701-2093
(800) 362-6888
or (608) 262-1644

The Outskirts of Hope
Explains poverty in Minnesota, South Carolina, Indiana, Pennsylvania and California-the stories of six Americans.
54 minutes, for purchase only
New Day Films
121 West 27th St. Suite 902
New York, NY 10001
Ph: (212) 645-8210
Fax: (212) 645-8652

Portraits:Poverty in Washington County (1974)
About people, poor people, migrant farm workers and welfare recipients - set in one of Oregon's wealthiest counties.
30 minutes
Portland State University Film Library
Portland, OR 97270

Poverty in Rural America (1965)
Film crew visit the mountain hollows to view the living and working environments of the people. Stresses the importance of industry, land improvements, education and housing.
30 minutes
Bureau of Audio-Visual Instruction
UW Madison, PO Box 2093
Madison, WI 53701-2093
Toll-free: (800) 342-6888
or (608) 262-1644

The Road to Brown (1990)
This is the story of segregation and the brilliant legal assault on it which launched the Civil Rights movement. It is also a tribute to a visionary but little known black lawyer, Charles Hamilton Houston, "the man who killed Jim Crow". Moving from slavery to civil rights, the program provides a concise history of how African-Americans finally won full equality under the Constitution.
47 minutes
Bureau of Audio-Visual Instruction
UW Madison, PO Box 2093
Madison, WI 53701-2093
Toll-free: (800) 342-6888
or (608) 262-1644

Small Steps (1989)
This is a film about how the children of Montpelier, Vermont, are working to reduce hunger in their community.
28 minutes
Fanlight Productions
47 Halifax
Boston, MA 02130

Sounder (1972)
The chronicles and struggles of a black family in rural Louisiana.
105 minutes
Format: VHS/Beta
For purchase, rent or lease
Knowledge Unlimited INC.
Box 52
Madison, WI 53701-0052
Toll free ph: (800) 356-2303
Fax: (608) 831-1570

The South: Health and Hunger (1969)
Surveys inadequate nutrition, lack of water and the lack of medical facilities which face Black southern residents.
23 minutes
WNET/13 Indiana University
Bloomington, IN 47401

Takeover (1991)
On May 1, 1990, homeless people in eight cities across the United States broke locks and took over vacant houses. The conditions which led to this desperate action and its effects on these men and women are the focus this film, the first documentary about homeless Americans organizing.
58 minutes
First Run/Icarus Films
153 Waverly Place
New York, NY 10014
(212) 727-1711

Todd: Growing Up in Appalachia (1970)
Revolves around the question: Does poverty breed dishonesty?
(Supplementary materials available)
12 minutes
Format: VHS/Beta 3/4u
For purchase, rent or lease

Learning Corporation of America
108 Wilmot Rd
Deerfield, IL 60015-9990
Toll free ph: (800) 621-2131
or (708) 940-1260
Fax: (708) 940-3600

The Town That's Been Through the Mill
Examines a small town in Oregon, where a Timber Community Mill was recently closed...and the economic crisis that follows.
60 minutes
Bureau of Audio-Visual Instruction
UW Madison, P.O. Box 2093
Madison, WI 53701-2093
Toll free: (800) 362-6888
or (608) 262-1644

Vermont Speaks for Itself (1979)
This film looks at the sad, modern, economic status of Vermont farmers and how it affects the way they live.
30 minutes
Format: VHS/Beta 3/4u
For purchase, rent, or lease
Green Mountain Post Films
P.O. Box 229
Turners Falls, MA 01376
(413) 863-4754

Vidalia McCloud (1985)
Profiles of one Black family living in a migrant town in central Florida. Introduces Vidalia, a single-mother of three, in the film's three year life span.
28 minutes
Carousel Film and Video
260 Fifth Ave
New York, NY 10001
Ph: (212) 683-1600

Voices From A Steel town (1983)
Chronicles the downside of Braddock, Pennsylvania, a town that once prospered but now is poverty stricken.
28 minutes
Indiana University
Audiovisual center
Bloomington, IN 47401

Walk A Country Mile (1975)
Examines lifestyles and difficulties of poor residents from rural New Jersey. Depicts isolation, low standard of living, inadequate housing, underemployment and the sense of defeat in some of these people. Also shows their determination.
28 minutes
Indiana University
Audiovisual Center
Bloomington, IN 47401

We Ain't What We Useta Be (1970)
Tells the story of the very poor in Mississippi and the work of STARR, systematic training and rural rehabilitation, in transferring many of these people into jobs.
16 minutes
Iowa State University
WOI Communications Ctr.
Ames, IA 50010

Chapter 12

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Index to Articles and Chapters

The numbers listed under each topic refer to the article number in the preceding section.

Age
32, 139, 171

Appalachia
14, 15, 16, 17, 18, 47, 63, 157

Black Belt/Delta
29, 30, 43, 52, 53, 64, 67, 80, 86, 97, 112, 132, 141, 150, 153, 165

Children in Poverty
4, 62, 96, 110, 139, 141

Colonias and Lower Rio Grande Valley
141, 142, 143, 150, 171

Concepts and Theory
19, 23, 45, 46, 59, 61, 62, 65, 70, 79, 89, 108, 111, 128, 141, 144, 150, 158, 162, 163

Culture of Poverty
17, 45, 51, 89, 94, 141

Discrimination in Labor Markets
93, 112, 141,149, 153, 156

Discrimination in Education
112, 141, 153, 156

Elderly
21, 32, 45, 54, 65, 76, 141, 146

Ethnicity
5, 45, 69, 83, 141, 149, 150, 153, 156, 171

Family Status/Structure
8, 11, 24, 62, 64, 72, 76, 96, 110, 139, 141

Farms and Farming
10, 15, 25, 29, 66, 69, 101, 135, 141, 149

Gender
3, 43, 45, 76, 88, 107, 141, 156, 1157

Feminization of Rural Poverty
8, 43, 51, 113, 115, 157, 158

Health and Health care
4, 125

Homelessness
55, 56, 137, 172

Human Capital (including ability)
19, 45, 93, 95, 98, 100, 141, 153

Industrial Restructuring
12, 19, 20, 45, 66, 101, 141, 153, 155, 159, 160, 162, 163

Intervenetion Programs and Assessments
23, 25, 28, 29, 31, 35, 38, 39, 40, 41, 48, 50, 68, 71, 77, 84, 87, 90, 92, 103, 113, 117, 127, 129, 131, 135, 152, 164

Land Use Policies/Resource Dependent Communities
45, 73, 79, 130, 141, 166

Measurement
77, 121, 123, 126, 133, 140, 141, 144

Persistence of Poverty
9, 19, 23, 28, 42, 45, 47, 49, 51, 79, 135, 136, 141, 153

Political Economy (Capitalism/local power structures)
9, 19, 23, 28, 42, 45, 47, 49, 51, 79, 135, 136, 141, 153

Poverty Trends and Conditions
9, 15, 35, 38, 39, 40, 41, 42, 46, 60, 64, 66, 78, 79, 83, 85, 99, 109, 115, 116, 118, 120, 122, 129, 134, 141, 168

Race
5, 8, 11, 30, 43, 45, 52, 53, 64, 67, 70, 83, 97, 107, 114, 120, 132, 141, 150, 151, 153, 156

Regional Variations
3, 15, 16, 17, 18, 22, 27, 30, 46, 52, 53, 57, 58, 71, 101, 102, 104, 105, 132, 141, 145, 162, 163, 168

Reservations/Native Americans
31, 75, 141, 150, 151

Rural-Urban Comparisons
1, 2, 3, 4, 6, 10, 16, 17, 20, 23, 40, 41, 45, 77, 78, 81, 84, 110, 116, 120, 124, 131, 141, 148

Social Stratification and the Underclass
7, 37, 70, 85, 91, 107, 114, 119, 133, 138, 169, 170

Sweatshops/Migrant Farm Workers
10, 36, 141, 149

Teenage Pregnancy and Illigitimacy
43, 49

Underemployment and Unemployment
12, 45, 47, 66, 73, 95, 97, 100, 141, 153, 160, 161

Welfare and Welfare Reform
26, 49, 50, 74, 82, 84, 113, 117, 124, 131, 154, 164

Women
23, 45, 76, 88, 110, 141, 148, 158

Working Poor
14, 45, 47, 66, 141, 147, 160, 161, 163

Chapter 13

Anthologies, Books and Monographs

NB. The selections in this chapter are divided into those dealing with poverty generally and those focused on rural poverty. Each section is further divided into anthologies and books and monographs. We have attempted to provide a sample of the range of resources available – historical, statistical, ethnographic, biographical, and fictional.

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